1. Approval of the Agenda

2. Approval of the Minutes of the Open Session of June 8, 2020

3. Approval of the Minutes of the Open Session of July 6, 2020

4. Approval of the Minutes of the Special Meeting of Senate of August 7, 2020

5. Business Arising from the Minutes

6. Report of the Chair
   
   i) Annual Financial Report (For Information) S.20-93

7. Question Period *

8. Reports of Committees
   
   A) Calendar Committee (CC)
   
   i) Revision to Academic Dates 2020/2021 (For Ratification) S.20-92

   B) Senate Committee on University Priorities (SCUP)
   
   i) Full Program Proposals for Indigenous Business Leadership Programs S.20-94
   
   ii) Name Change of First Nations Programs S.20-95

   C) Senate Committee on Undergraduate Studies (SCUS)
   
   i) Program Changes (For Information) S.20-96
   
   ii) New Course Proposals (For Information) S.20-97
   
   iii) Course Changes (For Information) S.20-98
   
   iv) Withdrawal Deadline Changes for 2020/2021 (For Information) S.20-99

   D) Senate Graduate Studies Committee (SGSC)
   
   i) Program Changes (For Information) S.20-100
   
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   E) Senate Nominating Committee (SNC)
   
   i) Senate Committee Elections (For Information) S.20-102
F) Senate Policy Committee on Scholarships, Awards and Bursaries (SPCSAB)
   i) President’s and Dean’s Honour Roll - Revised Terms of Reference (For information) S.20-103

9. Other Business

10. Information
   i) Date of the next regular meeting – Monday, October 5, 2020

Agenda items and papers for the October meeting will be required by the Secretary at noon on Thursday, September 17, 2020. Submissions may be emailed to senate@sfu.ca, but must be followed up by a signed paper submission. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, September 22, 2020 with Senate distribution on Friday, September 25, 2020.

The Senate agenda and papers for this meeting are available on the Senate website at http://www.sfu.ca/senate/agenda.html.

Detailed curriculum papers can be found on Docushare at https://docushare.sfu.ca/dsweb/View/Collection-12682

Kris Nordgren
Assistant Registrar, Senate & Academic Services
Secretary of Senate pro tem

*Questions should be submitted in writing to Kris Nordgren (email kdn1@sfu.ca) with “Senate Question” in the subject line by Wednesday, September 9th at 9:00 am.
At its meeting of July 30, 2020, the Calendar Committee reviewed the attached request for revision of the 2020/2021 academic year.

The committee was asked to look at revising the previously approved schedule for 2020/2021 to move the Fall 2020 Convocation ceremony dates from October 8 & 9, 2020 to October 22 & 23, 2020.

The rationale for this request is to allow for preparation for the virtual ceremony and to provide students with the best graduation experience possible.

The Calendar Committee approves and recommends to Senate the following:

**MOTION:**

"That Senate approve the revised schedule of academic dates for the Fall 2020, moving the Fall 2020 Convocation ceremony from October 8 & 9, 2020 to October 22 & 23, 2020."
MEMORANDUM

ATTENTION: Calendar Committee
FROM: Gloria Chu, Director, Ceremonies and Events
DATE: July 30, 2020
PAGES: 2

RE: Fall 2020 Convocation Ceremony - Date Change Request

Plans are now underway for the Fall 2020 Convocation ceremonies and it is clear that this convocation ceremony will be a virtual event. To that end, we are requesting a change of date for Fall Convocation from Oct. 8 & 9 to Oct. 22 & 23, 2020.

The rationale for this change of date request is as follows:

- Fall Convocation has traditionally been held the week before Thanksgiving; however, with the current situation, it is not critical that Fall Convocation is held in early October.
- Moving the date later will allow more time between the date that Senate awards degrees and the convocation ceremony date.
- These new dates are proposed to assist with overall planning and to allow time to address the following challenges:
  - Delayed submission of grades, as experienced in the Spring 2020 term.
  - Administrative challenges, due to the short turnaround time between Senate and the convocation ceremony. Moving the date will allow more time to review and process graduation applications which may be delayed.
  - Degrees awarded by executive action at the October Senate meeting would be included in the convocation ceremony.
- Moving the Fall 2020 convocation ceremony dates will allow for a better student experience by providing more time to prepare celebration materials for graduates.

The President, Chancellor, Vice-President, External Relations, Vice-Provost, Students and International/Registrar, Student Services, Graduate and Postdoctoral Studies and the Deans have all been informed of this proposal and are in support of moving forward with the date change.

Thank you for your assistance, and please feel to reach out to us if you need any further information.

Sincerely,

Gloria Chu (Director) and Sue Porter (Senior Associate Director)

cc. Joanne Curry
   Kris Nordgren
   Rummana Khan Hemani
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PRESIDENT’S MESSAGE

Less than a decade ago, Simon Fraser University set a course to become “Canada’s engaged university.” Since then, we have worked hard to achieve that mission through innovative education that equips students for life, cutting-edge research with real-world impact, and far-reaching engagement that strengthens the communities we serve. During the past year, we have made further progress transforming this ambitious vision into a bold reality.

As the 2019/20 fiscal year drew to a close, SFU was confronted with unprecedented challenges due to the COVID-19 crisis. In reaction, the university community pulled together with extraordinary speed to develop and execute a coordinated response. We moved our entire educational program to online and other virtual platforms while maintaining necessary student supports. SFU researchers led national and international efforts to combat the virus, and university staff worked tirelessly to ensure that our campuses were safe. It was an amazing effort, and I have never been prouder to be president of SFU, nor more confident of our capacity to address the challenges that lie ahead.

There are many more accomplishments to be proud of this year. For example, SFU maintained its position as Canada’s top comprehensive university in the Maclean’s rankings – a position we have held nine times this past decade. Our annual research income has risen to over $161 million – the fastest growth over the past decade amongst all Canadian research universities. And our research impact was again found to be greatest amongst all Canadian comprehensive universities.

Last fall, SFU welcomed its first class of students into our new Sustainable Energy Engineering program delivered in a recently opened, state-of-the-art facility on the Surrey campus. Over 40 per cent of the undergraduate class are women, a remarkable achievement for an engineering program. We also celebrated the province’s announcement of a Quantum Algorithms Institute to be located at the Surrey campus, which will position B.C. as a global leader in the field of quantum computing technology. SFU’s Vancouver campus marked its 30th anniversary this past year, and celebrated the opening of its ninth downtown location – a hub for community-engaged research and programming at 312 Main. This exciting new facility will enable us to extend our already impressive capacities for groundbreaking community engagement in Vancouver.

On Burnaby Mountain, a stunning new Student Union Building is nearing completion, construction of a covered stadium is well underway, an ambitious program of routine maintenance is continuing, and work has begun on two phases of residence expansion that will deliver 850 units of undergraduate student housing plus an expanded dining commons. Construction is also underway on a Corix biomass energy utility that will reduce by 80 per cent SFU Burnaby’s and UniverCity’s greenhouse gas emissions for heating. Capital planning priorities for Burnaby include development of an SFU Art Museum and a new Life Sciences Building. We are also seeking support for construction of a high-capacity urban gondola system to link the mountain with the region’s SkyTrain system.

In closing, I would like to thank the university community for the support it has given me over the past decade. It has been my honour and privilege to serve as president of this wonderful institution. As we enter a new decade, Simon Fraser University has much to be proud of and much more to look forward to.

Professor Andrew Petter
President and Vice-Chancellor
SFU continues to deliver sound fiscal management and active stewardship to support the university’s academic, research and community engagement mission.

SFU’s students, faculty and staff have shown their resolve as we see our way through the COVID-19 crisis. To help ensure the safety of the university community, SFU responded with measures such as a university-wide transition to virtual learning and implementing physical distancing strategies for our staff. The health, safety and well-being of our students, faculty and staff is our primary focus and priority.

We work hard to ensure the university’s financial resources are strategically directed, optimized and protected—and this is particularly important in such uncertain times as SFU is currently facing. We anticipate the global pandemic will have an impact on the university’s investment and endowment returns, as well as on international enrolment. There will likely be financial repercussions for future years as well.

I would like to acknowledge SFU’s IT Services group. To address the COVID-19 pandemic, this team has been instrumental in transforming SFU’s operations to fully support remote learning, research and work. As well, ITS significantly increased the capacity of the university’s supercomputer, Cedar, to support the research mission and has improved WiFi capabilities on our campuses.

Effectively managing the university’s investment portfolios will be key to generating sufficient income to support research, scholarships and athletics from the endowment fund, and to support the operating budget. Our endowment portfolio has historically outperformed the Canadian university median annualized rate of return, according to CAUBO investment surveys. The university’s excellent credit ratings—the highest among our Canadian comprehensive university peers as assessed by Moody’s and DBRS—have helped us secure lower funding costs.

This year, we opened a new $126-million building on the Surrey campus, now home to the university’s Sustainable Energy Engineering (SEE) program. Construction of the new stadium and Student Union Building—projects generously supported by the Simon Fraser Student Society (SFSS) and SFU students—are underway and expected to be completed in the next year. Progress is being made on SFU’s Housing Master Plan, with completion of the Student Residence Phase 1 expansion and initiation of Phase 2 both targeted for next year.

We are providing strategic leadership and implementing effective ‘people practices’ to ensure SFU continues to recruit and retain a high-performing, engaged workforce. This year, for example, we launched the first phases of a leadership development program, implemented a new job-evaluation methodology for all APSA and excluded jobs, and continued to enhance partnerships with each of our employee groups. Our commitment to employee engagement was recognized this year as SFU was named one of Canada’s Top 100 Employers—the thirteenth consecutive year the university has received this honour. SFU was one of only four Canadian universities to make this year’s list, and the only B.C. university recognized.

Sustainability is a common thread connecting all of the university’s work, including teaching, research, community engagement and operations. This year, we strengthened our focus on sustainability, augmenting our original commitment to reduce the carbon footprint of the university’s investments by 30 per cent by the year 2030 to a total reduction of 45 per cent by 2025.

SFU has also maintained its Sustainability Tracking, Assessment & Rating System (STARS) gold rating. We have started construction of the Corix Biomass District Energy System building and infrastructure on the Burnaby campus. This biomass plant is expected to reduce campus greenhouse gas emissions by 80 per cent.

As we mark SFU’s achievements for this year and look to the future, we will continue our efforts to ensure financial sustainability, support exceptional and distinctive academic programming, deliver an outstanding student experience, achieve cutting-edge research, and develop transformative community-engagement activities.
NEW SUSTAINABILITY ENGINEERING SCHOOL OPENS

Our newest Surrey campus building opened to students in Fall 2019, along with SFU’s School of Sustainable Energy Engineering (SEE), a first-of-its-kind in Western Canada. SEE blends a strong fundamental and interdisciplinary engineering education in energy systems with elements of public policy, economics, management and entrepreneurship. Graduates will be ready to work in high-demand industries such as renewable energy, sustainable manufacturing, clean transportation and sustainable food and water solutions.

The school will eventually have capacity for up to 320 undergraduate and 120 graduate students. More than 40 per cent of SEE’s first undergraduate cohort are women, compared to 15 to 20 per cent of B.C.’s existing technology workforce. School director Kevin Oldknow says this represents a milestone for the Faculty of Applied Sciences as it continues to increase gender diversity in the science, technology, engineering and mathematics (STEM) disciplines.

“Doing our part to close the gender gap in engineering was a key objective when we developed SEE,” Oldknow says. “This is a promising start on which we will build as we work to ensure a welcoming and inclusive environment for all students in our programs.”
SFU’S DOWNTOWN PRESENCE BEGAN 30 YEARS AGO

In 2019 we celebrated the 30th anniversary of the opening of SFU’s Vancouver campus—a move that brought much-needed educational programming and community engagement to downtown Vancouver. Campus celebrations included an entire year of events showcasing our commitment to engaging students, research and communities.

From a small storefront space on Howe Street to today’s extensive presence across the downtown educational precinct, SFU’s impact on the city has been dramatic. Described as “the intellectual heart of the city,” the campus now comprises nine sites and spans well over half-a-million-square-feet. It features Harbour Centre, the Segal Graduate School of Business, the Charles Chang Innovation Centre, SFU VentureLabs, the Morris J. Wosk Centre for Dialogue, and a newly established community programming and research hub at 312 Main Street.

CENTRE FOR EDUCATIONAL EXCELLENCE ESTABLISHED

SFU’s support model for learning and teaching shifted dramatically this year as four teaching support units merged to form the Centre for Educational Excellence (CEE). The change reflects how boundaries between various modes of learning and teaching—such as online and face-to-face—are disappearing, and that teaching support needs to evolve in a similar way. The high interest in the new centre was evident at the public launch in October 2019 when more than 200 faculty members, staff and graduate students attended an open house featuring demonstrations and other presentations.

CEE’s new, integrated structure ensures that its 60 staff members can deliver team-based, collaborative services to instructors and academic units. Staffers have specialized expertise ranging from course design and educational technology to support methods for multilingual learners. The re-imagined structure also aligns with the priorities in SFU’s 2019–2024 Academic Plan, which emphasizes academic quality and innovative curriculum as well as an enhanced student learning experience.

“CEE’s job is to help our enterprising, creative instructors take their teaching to the next level,” says Nanda Dimitrov, CEE’s senior director. “In a sense, our job is to be a booster rocket for their teaching.”

In addition to its leading-edge research and lifelong learning programs, the Vancouver campus offers a wide range of undergraduate courses, several doctoral programs, and many professional graduate degree programs in business, gerontology, international studies, liberal studies, public policy, publishing and urban studies.
HIGHLIGHTS OF THE YEAR

WE DELIVER

WE DELIVER ACADEMIC AND RESEARCH EXCELLENCE.

EXCEPTIONAL RESEARCHERS

In 2019, eight Simon Fraser University researchers were named to the Royal Society of Canada—seven of them as fellows of the society and one as a member of the society’s College of New Scholars, Scientists and Artists. Membership in the Royal Society is Canada’s highest academic honour and this year marked SFU’s highest number of inductees. The 2019 fellows are:

- Tania Bubela, professor and dean, Faculty of Health Sciences. Bubela combines her legal and life sciences training to study the impact and regulation of health biotechnology innovations.
- Martin Ester, professor, School of Computing Science. A data-mining pioneer, Ester designs algorithms for reaping database information that can be used in practical applications, such as precision medicine.
- Joy Johnson, SFU vice-president, research and international, and professor, Faculty of Health Sciences. Johnson is internationally recognized for defining research, policies and practices that establish better health outcomes for both men and women.
- Jian Pei, professor, School of Computing Science, Faculty of Applied Sciences. Pei invented some of the fundamental principles used today in data mining.
- Philip Winne, professor, Faculty of Education. A learning scientist, Winne has transformed how we conceptualize, measure, research and facilitate learning.
- Zuo-Guang Ye, professor, Department of Chemistry, Faculty of Science. A leading authority in solid-state materials science, Ye has shaped how we develop, standardize and commercialize novel electronic materials.
- Yuezhi Zhao, professor and Tier 1 Canada Research Chair, School of Communication, Faculty of Communication, Art and Technology. A communication scholar, Zhao studies the dynamics of power and democratic governance in Anglo-American, Chinese and global contexts.
- SFU’s 2019 College member is Anne Salomon, professor, Faculty of Environment. An applied marine ecologist, Salomon helps develop ecologically effective and socially just conservation and management strategies for our oceans.

As well, Marianne Ignace, professor in the Faculty of Arts and Social Sciences, received a 2019 Governor General’s Award for Innovation in recognition of her long career working with B.C.’s Indigenous communities to save their languages. She also received a SSHRC Impact award for this work.
INNOVATIVE PROGRAMS
The university’s innovation strategy—SFU Innovates—engages SFU researchers, staff and students with communities and partners in a drive to find unconventional and entrepreneurial solutions that can address pressing social challenges. The strategy supports programs that foster innovation, such as SFU’s VentureLabs. A science and technology accelerator, VentureLabs collaborates with leading universities, government and international industry and investment partners to support Canadian technology companies as they innovate and grow. It helps these fledgling businesses find talent, technologies, entrepreneurial expertise, research capacity, and access to capital, government assistance programs and international market-expansion opportunities.

This year, VentureLabs received $3 million from Western Economic Diversification Canada to establish a scale-up and soft-landing centre at its Vancouver business accelerator. The funds are part of a $3.7-million announcement to help western Canadian entrepreneurs and companies access the business tools they need to thrive.

“We applaud the Government of Canada for its forward-looking investment to help western Canadian entrepreneurs and companies scale up and access the tools they need to succeed,” says Joy Johnson, SFU’s vice-president, research and international.

QUANTUM ALGORITHMS INSTITUTE
This year, the provincial government announced plans to invest $17 million over the next five years to establish a new Quantum Algorithms Institute at the Surrey campus.

The institute—one of the first facilities of its kind in Canada—will invent quantum computing software and algorithms while also enhancing SFU’s collaboration with B.C. research universities to position the province as a world leader in this emerging field.

The institute will also help SFU tap into the province’s world-class companies and research expertise to develop and deliver a new graduate degree program in quantum computing.

Establishing the institute is the first step toward building an innovation corridor that will bolster economic growth and employment in Surrey and the Fraser Valley. The goal is to create a hub where companies and talent will cluster to pursue advances in technology and innovation.
COMMUNITY-ENGAGED RESEARCH

SFU’s Community-Engaged Research initiative (CERi) opened new offices this year in SFU’s community programming and research hub in downtown Vancouver, where CERi will offer new programs and events that support and enhance community-engaged research on and off campus.

A new kind of university initiative, CERi promotes principles of participation, co-operation, empowerment and knowledge translation to enhance and strengthen the capacity of SFU’s researchers and students, and the community members they work with. The initiative strives to encourage respectful, ethical engagement during these research partnerships.

CERi offers scholars, students and community members a flexible research space, a community librarian/archival program, research funding, learning resources, a Visiting Scholars program, and media production resources. As the initiative unfolds, the goal is to create a unique social infrastructure at the university that will expand SFU’s capacity to lead research projects with community partners.
DATA FOR GOOD

The university introduced a Data for Good initiative this year at SFU’s Big Data Hub. The initiative invites organizations, advocates and government to partner with our big data experts to address Canadian social and economic challenges.

By applying advances in data analytics and modeling outcomes, Data for Good expects to break down barriers to resolving social justice challenges and improving the lives of Canada’s disadvantaged populations. To help Canada respond to the national opioid crisis, for example, SFU researchers are partnering with government, law enforcement and community services. Together, they are using advanced data analysis to discover breakthroughs in knowledge, prevention and treatment.

“As Canada’s engaged university, SFU is committed to building stronger and healthier communities,” says SFU President Andrew Petter. “We are proud to launch an initiative that will harness the power of big data and artificial intelligence to address issues that matter to the communities we serve.”

STRENGTHENING COMMUNITIES

Recognized as an international leader in community engagement, SFU was proud to be selected as a presenting partner this year for the initial meeting of the Elective Carnegie Classification Canadian pilot program. The group of 16 post-secondary institutions met to explore how to work collectively to build stronger, healthier communities. The Carnegie classification has been the leading framework for assessing and recognizing community education in U.S. higher education for the past 14 years.

As well, SFU is making strides in strengthening its own communities thanks to our new Equity, Diversity and Inclusion initiative. We want to ensure our campuses are welcoming places for everyone to gather and learn, and that all who work or study at SFU feel a sense of belonging, inclusion, fairness and mutual respect. The ultimate goal is to create conditions that foster a culture of inclusion and a healthy campus environment. The university has joined a federal government pilot program that guides institutions as they address systemic barriers to inequities in access, admissions, recruitment, career development, pay, working and learning conditions, resources, retention, and progression.
SFU CELEBRATES 50TH ANNIVERSARY
SFU observed its 50th anniversary with approximately 350 special events that attracted more than 25,000 registrants. The celebrations culminated in a huge party atop Burnaby Mountain that included rooftop fireworks.

SFU ENVISIONS A COMMUNITY-ENGAGED FUTURE
President Andrew Petter launched a strategic vision to establish SFU as Canada’s “engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.”

SFU ATHLETICS JOINS THE NCAA
In 2011, SFU became the first non-U.S. member of the National Collegiate Athletic Association (NCAA), the world’s largest sports organization. Lorne Davies, SFU’s legendary first athletics director, called this “the most important step in SFU athletic history.”

SFU PUBLIC SQUARE BEGINS
Launched in 2012, SFU Public Square is a signature initiative designed to spark, nurture and restore community connections. More than a single place or program, SFU Public Square assembles the hearts, minds and talents of diverse communities to promote inclusive, intelligent and inspiring dialogue, and proclaims SFU’s vision to be Canada’s leading community-engaged research university.

STORIES OF THE DECADE

2015

SFU CELEBRATES 50TH ANNIVERSARY
SFU observed its 50th anniversary with approximately 350 special events that attracted more than 25,000 registrants. The celebrations culminated in a huge party atop Burnaby Mountain that included rooftop fireworks.

2011

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In 2011, SFU became the first non-U.S. member of the National Collegiate Athletic Association (NCAA), the world’s largest sports organization. Lorne Davies, SFU’s legendary first athletics director, called this “the most important step in SFU athletic history.”

2012

SFU PUBLIC SQUARE BEGINS
Launched in 2012, SFU Public Square is a signature initiative designed to spark, nurture and restore community connections. More than a single place or program, SFU Public Square assembles the hearts, minds and talents of diverse communities to promote inclusive, intelligent and inspiring dialogue, and proclaims SFU’s vision to be Canada’s leading community-engaged research university.
2016

CHARLES CHANG INNOVATION CENTRE OPENS
This new hub for social innovation and leadership opened in downtown Vancouver and is now a key location for entrepreneurship, social impact and management education. It is named for SFU alumnus Charles Chang, who donated $10 million to establish SFU’s Beedie’s Charles Chang Institute for Entrepreneurship.

2017

SFU SUPPORTS ABORIGINAL RECONCILIATION
SFU committed to act on the 34 Calls to Action set out in a 96-page report prepared by its Aboriginal Reconciliation Council. The report, “Walk This Path With Us,” provides guidance to the university on how to use its $9-million Aboriginal Strategic Initiatives Fund to create, support and sustain an improved environment for Aboriginal students, staff and faculty.

2019

SFU OPENS DOWNTOWN RESEARCH AND PROGRAMMING HUB
SFU expanded its downtown campus, opening a research and programming hub at 312 Main Street. The new space provides community members and groups better access to SFU programs and resources, and improves SFU’s ability to undertake community-engaged research and collaboration with local organizations.
MANAGEMENT DISCUSSION AND ANALYSIS

(unaudited)
INTRODUCTION

Our vision to be Canada’s ‘engaged university’ drives the strategic planning, budgeting and fiscal management processes we use to allocate finite financial resources and optimize service results. Our governance context, as described in the following pages, culminates with a description of the accountability methods we use. This Annual Financial Report is the leading measure of the university’s financial accountability.

Achievement of our vision hinges on SFU’s financial health. A comprehensive perspective of the university’s financial well-being is provided by this Annual Financial Report, which includes this unaudited Management Discussion and Analysis (MD&A) as management’s perspective on SFU’s financial health. The MD&A is to be read in conjunction with the audited Consolidated Financial Statements.

KEY FINANCIAL PERFORMANCE INDICATORS

- Revenue grew 3.4% to $807 million demonstrating sustained demand.
- Expense grew 4.8% and was fully covered by revenue, providing a net annual surplus.
- Debt burden is low, bond rating is high and financial assets fully cover all liabilities.
- Operating reserves grew and are within the prudent range to support operational stability.
- Employee benefit obligations are challenging but manageable.
- Endowment capital grew 5.7% to $381 million.

The Financial Health and Comparative Financial Information sections of this report provide substantive information on the foregoing.

The university’s revenues are based on a variety of factors, including government funding levels and the strength of the global economy. Historically these factors have remained relatively stable; however, SFU’s management anticipates the COVID-19 global pandemic will cause financial repercussions. It is unknown at this time what the extent of the impact will be.

This year’s revenue of $807 million exceeded expense of $766 million, resulting in an Annual Operating Surplus Before Restricted Contributions of $41 million for the year ended March 31, 2020. These funds are utilized to support the university’s operational and capital plans, which are directed to sustaining and improving service delivery.

Operational plans include: execution of multi-year academic, research and service support plans; maintenance of financial reserves to preserve programs as well as to uphold financial and academic credibility; and generation of sufficient working capital to sustain operations in the face of growth and inflationary pressures.

Capital plans include:

- Renewal of the university’s existing facilities infrastructure: SFU’s 465,000 square metres of owned and leased facilities (insured replacement value of $1.8 billion). Since capital borrowing is effectively prohibited, significant upfront funds must be generated from operations to maintain the university’s infrastructure. SFU-generated funds paid for $41 million of building renewal expenditures in 2020.

- Development of new facilities infrastructure: Externally restricted capital contributions often only cover a portion of the costs necessary to develop new facilities, necessitating funding from operations.

CONTEXT OF FINANCIAL ACCOUNTABILITY

As described in the preceding pages, the university’s vision, mission and underlying principles drive strategic and operational planning, including financial planning. The university’s Budget and Financial Plan advances SFU’s vision through allocating and utilizing resources based on the university’s strategic priorities.

The Budget and Financial Plan assists in guiding service delivery within the framework of financial accountability. Empowerment of the university’s personnel is key to achieving results and is provided through delegation of authority, responsibility and accountability pursuant to financial management roles. To this end, personnel are informed with accessible, reliable and relevant information, as well as equipped with effective business processes and financial transaction standards. Internal controls of finances are established by management in the context of their roles, with internal oversight and accountability as the means to achieve reasonable assurance of the reliability and effectiveness of the university’s financial operations.

SFU is accountable for its service performance against standards including government-identified indicators and external university rankings systems. The university must also provide accountability in terms of its finances, both internally and externally. This Annual Financial Report is set in the overall context of the university’s vision, goals, plans, budgets and service accountability as described in the accompanying chart.
### Governance Context Setting of the Annual Financial Report

#### Strategic Vision
- Mission and Values
- Core Themes and Goals:
  - Engaging Students
  - Engaging Research
  - Engaging Communities

#### Strategic Plan
- University Planning Framework
- Academic Plan
  - Faculty and Department Plans
  - Enrolment Plan
- Research Plan
- Community Engagement Plan
- Other Supporting Plans

#### University Budget
- Budget Review Committee
- University-Wide Strategic Investments
- Capital Planning Steering Committee
- Budget Model
- Budget Guiding Principles

#### Service Delivery
- Assignment Delegation of Authority and Resources
- Expenditure Transaction Standards
- Internal Oversight and Accountability

#### Financial Accountability
- Annual Financial Report
- Budget Book
- Sponsor and Government Reports
- Sponsor and Government Audits
- Bond Ratings

#### Service Accountability
- Accreditation Reviews
- Peer Reviews
- Government Letter of Expectations
- University Rankings
A key indicator of financial health is the ability of an organization to generate sufficient revenue to cover expenses and fund strategic operational improvement and infrastructure renewal. This was achieved by the $41 million Annual Operating Surplus Before Restricted Contributions.

2. IS REVENUE RESILIENT?

Revenue growth, as well as diversity and stability of revenue sources, are primary indicators of revenue resiliency. These factors will be considered in the following discussion.

Revenue growth
Revenue growth is essential to consistent multi-year service delivery and financial health. The university has experienced steady, modest growth of total revenue over the past five years. Total annual revenue has grown from $652 million in 2016 to $807 million in 2020.

Revenue diversity
Multiple sources of revenue minimize dependency risk and contribute to financial stability. The university’s diverse revenue sources are summarized in the following chart.

The provincial government’s B.C. Labour Market Outlook anticipates that the majority of job openings within the next 10 years will require post-secondary education or training. Continuity of provincial government funding is dependent on achieving alignment with the Ministry of Advanced Education, Skills and Training’s mandate for post-secondary education. The university is strategically directing its future growth towards programs and operations that align with the Ministry’s mandate.
Tuition revenue

Domestic undergraduate and graduate enrolments have been stable, and domestic tuition revenue increases are primarily attributable to annual tuition increases of 2%, which is the limit mandated by the provincial government.

International undergraduate revenue has grown as a result of both enrolment and fee increases, and this growth has been a primary contributing factor toward the increase in total tuition revenue of the university.

Tuition fees for international students are higher than those for domestic students, as there is no associated provincial government funding provided for international students. The fees are set in the context of a competitive global market and are not subject to government restrictions.

Management anticipates the COVID-19 global pandemic will impact international enrolment. It is unknown at this time what the extent of that impact will be. Historically, the university's ability to attract and retain international undergraduate students has been strong, considering the strength of global demand for university education, SFU’s international reputation and long involvement in international education marketing and delivery, and the desirable location of Metro Vancouver.

Since 2015, annual tuition revenue has exceeded provincial operating funding, and continues to trend upwards.

Research revenue

SFU is one of Canada's top 20 research universities on Research Infosource’s 2019 Top Research Universities List. Among Canadian comprehensive universities, SFU places within the top three in total sponsored research income and number one in terms of its publication impact (2019 Research Infosource ranking). The Government of Canada is the leading funder of research at the university, contributing 53% of SFU’s total research funding in 2020.

Future research funding is anticipated to remain strong given the federal government’s innovation agenda. The Government of Canada invests in research excellence through initiatives such as the 2020 Innovation Fund – which will provide up to $520 million to support institutions in accelerating current research and technology development – and the Research Support Fund, which has a base budget of $369 million. Canada's research community is expected to play a key role in developing countermeasures against COVID-19. The federal government has announced initial funding of $275 million to advance projects by university researchers and others to respond to the pandemic. This was just the first step in the Government of Canada’s announcements of funding for COVID-19 research projects.

The university’s future funding is further influenced by the success rate of SFU faculty in research competitions and its ability to source matching funds from corporations, governments and institutions. The operational model of research is designed to adapt quickly to variable funding levels.
3. IS THE COMPOSITION OF EXPENSE BY TYPE STABLE?

SFU’s fiscal management system of setting goals, allocating budgets, and streamlining operations is intended to achieve optimal expenditure of financial resources within the confines of the university’s available revenue. Expenditure budgets required to deliver the associated services are linked to key revenues, such as tuition, research awards and contracts revenue.

SFU’s largest expense is salaries and employee benefits. Despite multiple factors impacting remuneration expenses, such as rate changes, changes to collective agreements and changes to accounting standards, the expenses have remained relatively stable. For the last 20 years, salaries and benefits expenses as a percentage of total expenses has been within the range of 60% to 65%, with 2020 at 63%.

4. CAN FINANCIAL OBLIGATIONS BE MET?

Capital markets utilize independent credit rating agencies to assess an organization’s ability to manage debt. Moody’s Investors Service has provided a credit rating of Aa1 with a stable outlook on SFU’s senior unsecured debt. This rating is the highest among SFU’s comprehensive university peers, as assessed by Moody’s Investors Service.

The accompanying graph shows SFU’s calculated ratio of expendable cash and investments (excluding endowments) to total debt, and ratio of expendable cash and investments (excluding endowments) to operating expense. Both of these ratios decreased this year as a result of the decrease in the fair value of the university’s investments.

As at March 31, 2020, SFU’s tangible capital assets net book value is effectively financed 12.2% (2019: 13.2%) by long-term debt. This means that future students will benefit from access to assets with low associated debt obligations. Interest on long-term debt, at 1.1% of total revenue for the year ended March 31, 2020, is sufficiently low so as not to restrict the flexibility of operations.

The university has net financial assets of $82 million, as measured by Public Sector Accounting Standards. This is a strong indicator of the university’s ability to discharge its financial obligations.
5. ARE OPERATING RESERVES REASONABLE?

Reserves are essential to protect operations from variability in revenue and expenses, and to follow through on commitments not completed by the fiscal year end. At the same time, reserves should not be excessive such that they are detrimental to the delivery of current services. The university's operating reserve financial performance measure is Net Operating Assets as a Percentage of Total Consolidated Revenue. A positive operating reserve level of approximately 4% to 9% of consolidated revenues represents a reasonable operating reserve level for SFU. Except for the 2009 year, where there was a significant negative impact due to the global financial crisis, this indicator has operated within the acceptable range.

6. ARE OBLIGATIONS ASSOCIATED WITH ONGOING EMPLOYEE BENEFITS SUSTAINABLE?

Employee compensation includes defined benefit pensions, post-retirement benefits, and long-term disability benefits, which the university is obligated to provide after active service. The expenses of providing these plans are determined through actuarial measurements. As there is a financial risk to the university related to the obligation to make future payments, it is relevant to review the financial sustainability of these contractual commitments.

**Defined benefit pensions plans**

The defined benefit pension plans (Administrative/Union Plan and Academic Formula Retirement Benefit Plan) have Boards of Trustees who manage the plans' investment assets and administer the benefits. The university is responsible for funding the pension plans.

The university’s net pension asset increased $16 million during the year to reach $54 million at year end. The university's contributions to the plans of $25 million, determined pursuant to the B.C. Pension Benefits Standards Act, exceeded the current period actuarial expense of $16 million.

The funding level is determined by the most recent actuarial valuation whereas the accounting expense is based on current assumptions.

This has resulted in contributions exceeding expenses, and thus an increase in the pension asset. The manner in which actuarial gains and losses are applied in determining contributions and expenses further impacts these amounts.

The unamortized gain in 2020 is $34 million. When amortized, this will reduce future pension expenses.

As SFU bears the financial and actuarial risks associated with the defined benefit pension plans, the university engages with stakeholders to establish an appropriate, balanced and sustainable approach going forward.
Post-retirement and long-term disability benefits

The university provides employee future benefits in the form of post-retirement (medical and early retirement) and long-term disability benefits, for which the expenses, obligations and liabilities are determined by actuarial methods. These plans are unfunded, but the university has sufficient liquid assets to cover the recognized liabilities.

The long-term disability benefits expenses are fully recognized in the year in which the event occurs. As an event-driven compensated absence benefit, immediate recognition results in greater variances and less predictability year to year as the number and nature of claims occur.

The 2020 post-retirement expense was impacted by the one-time elimination of MSP premiums.

Accounting for post-retirement benefits involves the deferral and amortization of actuarial gains and losses. This accounting method generally results in a more predictable recognition of expenses and an unamortized actuarial gain or loss.

The difference between the post-retirement accrued benefit obligation of $59 million and the liability of $68 million at year end is a $9 million unamortized gain, which will be recognized by the university as revenue over the Expected Average Remaining Service Lifetime (EARSL) of active employees.
7. ARE FACILITIES BEING SUSTAINED?

The university has substantial facilities across its three campuses to support high-quality education and research. SFU’s Burnaby campus has an aging physical infrastructure that is experiencing physical deterioration and functional obsolescence, resulting in deferred maintenance requirements.

Extending the useful lives and updating the functional utility of buildings and related infrastructure involves considerable cost. Significant funding challenges arise from limitations on acquiring debt, availability of government capital contributions and capacity of the university to fund capital renewal from operations.

In recent years, with increased routine capital support from the Province of British Columbia ($31 million in 2020) along with SFU’s efforts toward building renewal, the university is beginning to make significant progress on the deferred maintenance issue.

The remainder of the MD&A provides five-year comparative analyses of key aspects of the university’s financial position and operations.

**CAUTIONARY NOTE ON FORWARD-LOOKING STATEMENTS**

Some statements in this MD&A are forward-looking statements, based on assumptions and addressing future events and conditions, and by their nature involve risks and uncertainties. Actual results could differ materially from those anticipated in forward-looking statements. Readers should not place undue reliance on any forward-looking statements. Factors that could cause results to differ materially from expectations include, but are not limited to: the performance of financial markets, interest rate fluctuations, changes in legislation and regulations, the effects of competition, and business continuity risks. SFU does not undertake any obligation to update or revise these forward-looking statements to reflect events or circumstances after the date of this report, or to reflect the occurrence of unanticipated events, except as required by law.
Financial assets decreased 6.9% to $643M.

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>47,969</td>
<td>30,778</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>16,534</td>
<td>22,140</td>
</tr>
<tr>
<td>Inventories for resale</td>
<td>1,400</td>
<td>1,547</td>
</tr>
<tr>
<td>Due from related parties</td>
<td>17,703</td>
<td>13,217</td>
</tr>
<tr>
<td>Pensions</td>
<td>54,423</td>
<td>38,110</td>
</tr>
<tr>
<td>Portfolio investments</td>
<td>479,947</td>
<td>560,690</td>
</tr>
<tr>
<td>Investment in Great Northern Way Campus Trust</td>
<td>12,643</td>
<td>12,148</td>
</tr>
<tr>
<td>Investment in SFU Community Trust</td>
<td>11,906</td>
<td>11,215</td>
</tr>
<tr>
<td><strong>Total Financial Assets</strong></td>
<td><strong>642,525</strong></td>
<td><strong>689,845</strong></td>
</tr>
</tbody>
</table>

Cash and cash equivalents increased because of significant provincial and federal deposits made at the end of the year. Accounts receivable decreased because of a lower Build SFU receivable as the new Student Union building is in the final stages of completion. Due from related parties increased $4M with the addition of a $9M distribution declared and payment of a $5M promissory note by SFU Community Trust. Pensions increased primarily because contributions to the defined benefit plans as required by the Pension Benefits Standard Acts continue to exceed the related expense determined by Public Sector Accounting Standards. Portfolio investments decreased because of depressed market conditions as a result of the COVID-19 crisis.

Non-financial assets increased 10.8% to $1,004M.

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangible capital assets</td>
<td>1,216,359</td>
<td>1,119,961</td>
</tr>
<tr>
<td>Less Deferred capital contributions</td>
<td>(599,312)</td>
<td>(578,590)</td>
</tr>
<tr>
<td>Restricted investments</td>
<td>381,756</td>
<td>361,153</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td>4,701</td>
<td>3,233</td>
</tr>
<tr>
<td>Inventories held for use</td>
<td>522</td>
<td>471</td>
</tr>
<tr>
<td><strong>Total Non-Financial Assets</strong></td>
<td><strong>1,004,026</strong></td>
<td><strong>906,228</strong></td>
</tr>
</tbody>
</table>

Tangible capital assets include land, buildings, leasehold improvements, library acquisitions, computers, and equipment and furnishings. The increase in the net book value of tangible capital assets of $96M is the result of $173M of capital additions, partially offset by $76M of amortization. Significant additions include building improvements $101M, equipment and furnishings $16M, and computer equipment $35M. Deferred capital contributions increased by $61M of funding during the year, offset by $40M of amortization. The largest contributions during the year were $31M in Canadian and B.C. government funding for research infrastructure and $30M of other provincial funding for various capital renewal projects. Restricted investments relate primarily to the endowment. These investments are not available for use in university operations. The $21M increase from the prior year resulted primarily from donations of $8M and capitalized investment income of $13M.
Liabilities increased 0.7% to $561M.

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>106,484</td>
<td>94,023</td>
</tr>
<tr>
<td>Employee future benefits</td>
<td>81,672</td>
<td>83,717</td>
</tr>
<tr>
<td>Long-term debt</td>
<td>148,533</td>
<td>148,247</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>165,098</td>
<td>181,420</td>
</tr>
<tr>
<td>Deferred lease proceeds</td>
<td>59,116</td>
<td>49,483</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>560,903</strong></td>
<td><strong>556,890</strong></td>
</tr>
</tbody>
</table>

Accounts payable and accrued liabilities increased primarily because of an increased amount of large construction invoices payable, as well as significant student refunds outstanding at the end of March.

Employee future benefits decreased $2M because of the $4M decrease in unamortized net actuarial gain offset by a $2M increase in the accrued benefit obligation.

Deferred revenue decreased primarily from a $38M reduction in the stabilization account because of depressed global markets. This was partially offset by a $20M increases in research and specific purpose deferred contributions.

Deferred lease proceeds is the amount of income from prepaid 99-year leases of university land which will be recognized in future years over the term of the respective leases. The net increase of $10M consists of $11M net proceeds from leasing less $1M amortized and transferred over to net restricted endowment contributions.

Internally restricted for operating commitments of $101M consists of net operating surplus of $51M and university project commitments of $50M.

Investment in tangible capital assets represents the amount of net assets related to the university’s physical infrastructure.

Endowment increased as a result of $8M of donations and $13M of capitalized funds.

Accumulated remeasurement gains decreased primarily because of unrealized losses of $15M in portfolio investments.

Net assets increased 4.5% to $1,086M.

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally restricted for operating commitments</td>
<td>101,284</td>
<td>80,453</td>
</tr>
<tr>
<td>Invested in tangible capital assets</td>
<td>569,906</td>
<td>549,445</td>
</tr>
<tr>
<td>Endowment</td>
<td>380,756</td>
<td>360,153</td>
</tr>
<tr>
<td><strong>Total Accumulated Operating Surplus</strong></td>
<td><strong>1,051,946</strong></td>
<td><strong>990,051</strong></td>
</tr>
<tr>
<td>Accumulated remeasurement gains</td>
<td>33,702</td>
<td>49,132</td>
</tr>
<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>1,085,648</strong></td>
<td><strong>1,039,183</strong></td>
</tr>
</tbody>
</table>
Revenue increased 3.4% to $807M.

**Government grants and contracts**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>320,874</td>
<td>323,541</td>
</tr>
</tbody>
</table>

**Tuition**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>292,879</td>
<td>276,841</td>
</tr>
</tbody>
</table>

**Sale of goods & services**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40,157</td>
<td>41,737</td>
</tr>
</tbody>
</table>

**Donations, non-government grants and contracts**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68,902</td>
<td>58,287</td>
</tr>
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</table>

**Investment income**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29,694</td>
<td>28,017</td>
</tr>
</tbody>
</table>

**Investment income - GNWCT**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>581</td>
<td>2,988</td>
</tr>
</tbody>
</table>

**Amortization of deferred capital contributions**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40,227</td>
<td>34,079</td>
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</tbody>
</table>

**Other revenue**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13,682</td>
<td>15,166</td>
</tr>
</tbody>
</table>

**Total Revenue**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>806,996</td>
<td>780,656</td>
</tr>
</tbody>
</table>

Expenses increased 4.8% to $766M.

**Salaries**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>413,651</td>
<td>387,462</td>
</tr>
</tbody>
</table>

**Employee benefits**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69,646</td>
<td>62,681</td>
</tr>
</tbody>
</table>

**Supplies and operating**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70,993</td>
<td>79,998</td>
</tr>
</tbody>
</table>

**Amortization of tangible capital assets**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76,270</td>
<td>67,455</td>
</tr>
</tbody>
</table>

**Professional and contracted services**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49,858</td>
<td>48,659</td>
</tr>
</tbody>
</table>

**Scholarships and bursaries**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42,026</td>
<td>38,419</td>
</tr>
</tbody>
</table>

**Travel and personnel**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18,543</td>
<td>19,377</td>
</tr>
</tbody>
</table>

**Cost of goods sold**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,813</td>
<td>6,374</td>
</tr>
</tbody>
</table>

**Interest on long-term debt**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,157</td>
<td>9,143</td>
</tr>
</tbody>
</table>

**Utilities**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11,647</td>
<td>11,243</td>
</tr>
</tbody>
</table>

**Total Expense**

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>765,704</td>
<td>730,811</td>
</tr>
</tbody>
</table>

**Tuition** increased by $16M because of increased international and grad student enrolment as well as 2% increase in domestic tuition rates and various program rate increases for new international students.

**Donations, non-government grants and contracts** increased because of $10M increase in non-governmental research grants and contracts.

**Sales of goods & services** decreased due to refunds and lost revenues in Parking, Dining services, Residence and other ancillary services because of the COVID-19 related shutdown of the campus in March.

**Investment income** increased because of improved realized returns of $4M offset by a decrease of $2M in the amounts transferred to cover endowment spending.

**Investment income - GNWCT** decreased because Great Northern Way had significant land sales in 2019.

**Amortization of deferred capital contributions** is the recognition in revenue of restricted contributions for the purchase of tangible capital assets over the estimated useful lives of the related assets. The increase of $6M is primarily due to completion of the Sustainable Environmental Engineering building funded by both the Federal and Provincial governments as well as additional funding for research infrastructure.

**Salaries** expense grew by 7% because of new academic faculty and staff positions in support of the University's planning priorities and initiatives, job-evaluations as well as general wage increases, progress through the ranks and step increases.

**Employee benefits** increased due to growth in salaries, as well as an increase in extended health premiums, and additional faculty professional development and mortgage assistance.

**Supplies and operating expense** decreased primarily because in 2019 there were a significant amount of research payments made to collaborating institutions. This decrease is partially offset by increases in various facility and maintenance related costs.

**Amortization of tangible capital assets** increased by $9M due to the commencement of amortization upon the completion of major rehabilitation projects and accelerated research infrastructure capital acquisitions.

**Scholarships and bursaries** increased due to additional awards for bursaries $2M, scholarships $1M and awards $1M.
Endowment increased 5.7% to $381M.

Endowments consist of externally restricted donations received by the university, the principal of which is required to be maintained intact in perpetuity to support the activities of the university. The investment income generated from endowments must be used in accordance with the purposes stipulated by the donors. There were 954 (2019: 933) individual endowments that provided $20M (2019: $19M) in funding support during the year.

Donors, as well as university policy, stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and capitalizing a portion of investment income in order to maintain purchasing power. Donations of $8M, reinvestment of $4M of earnings, and capitalization of $9M helped the endowment surplus grow to $381M.

Tuition increased 5.8% to $293M.

Undergraduate domestic tuition relates to student revenue, including co-op students. Current year enrolment exceeds the Province of B.C. targets. The undergraduate domestic tuition rate has increased 2% per year since government established a tuition limit policy in 2005.

Undergraduate international tuition revenue has increased due to strong enrolment demand and increases in tuition rates of 12% to 20% for new students. International undergraduate students are not supported by government funding and, as a result, pay the full cost of education at competitive rates in the international education market.

Graduate tuition revenue is derived from students enrolled in a range of academic and professional graduate programs which have different rates based on the types of program. Graduate students are supported by government funding and tuition rates for domestic graduate students are subject to the 2% tuition limit policy.
CONSOLIDATED FINANCIAL STATEMENTS
CONSOLIDATED FINANCIAL STATEMENTS
STATEMENT OF MANAGEMENT RESPONSIBILITY

The university is responsible for the preparation of the consolidated financial statements and has prepared them in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and the Restricted Contribution Regulation 198/2011 issued pursuant to it. The regulations require the consolidated financial statements to be prepared in accordance with Canadian Public Sector Accounting Standards except that the contributions received or receivable by the university for the purpose of acquisition of tangible capital assets are accounted for as deferred capital contributions as described in note 2c(v) of the consolidated financial statements. The consolidated financial statements present the financial position of the university as at March 31, 2020 and the results of its operations, changes in net debt, remeasurement gains and losses, and its cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the university has developed and maintains a system of internal controls designed to provide reasonable assurance that university assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors carries out its responsibility for review of the consolidated financial statements and oversight of management's performance of its financial reporting responsibilities principally through the Board's Audit, Risk and Compliance Committee. The committee members are neither officers nor employees of the university.

The committee meets with management, the internal auditor and the external auditors to discuss the results of the audit and other financial reporting matters. The external auditors have full access to the Audit, Risk and Compliance Committee, with and without the presence of management.

The audited consolidated financial statements for the year ended March 31, 2020 have been reported on by BDO Canada LLP. The Independent Auditor's Report outlines the scope of the examination and provides the firm's opinion on the presentation of the information in the statements in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Burnaby, BC
May 21, 2020

Professor Andrew Petter
President and Vice-Chancellor

Martin Pochurko
Vice-President,
Finance & Administration
Independent Auditor’s Report

To the Board of Governors of Simon Fraser University, and
To the Minister of Finance, British Columbia

Opinion

We have audited the consolidated financial statements of Simon Fraser University and its controlled entities (the “Consolidated Entity”), which comprise the Consolidated Statement of Financial Position as at March 31, 2020, and the Consolidated Statements of Operations, Remeasurement Gains and Losses, Changes in Net Financial Assets, and Cash Flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements of the Consolidated Entity as at and for the year ended March 31, 2020 are prepared, in all material respects, in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia (the “Act”).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Consolidated Financial Statements section of this report. We are independent of the Consolidated Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 2 to the consolidated financial statements which describes the basis of accounting. The consolidated financial statements are prepared in order for the Consolidated Entity to meet the reporting requirements of the Act referred to above. Note 18 to the Consolidated Financial Statements discloses the impact of these differences between such basis of accounting and Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. The other information comprises the information, other than the consolidated financial statements and our auditor’s report thereon, included in the Annual Report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Annual Report prior to the date of this auditor’s report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditor’s report. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation of the consolidated financial statements in accordance with the Act, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement whether due to fraud or error.
In preparing the consolidated financial statements, management is responsible for assessing the Consolidated Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Consolidated Entity, or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity’s financial reporting process.

 **Auditor’s Responsibilities for the Audit of the Consolidated Financial Statements**

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances. But not for the purpose of expressing an opinion on the effectiveness of the Consolidated Entity’s internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management’s use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Consolidated Entity’s ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor’s report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor’s report. However future events or conditions may cause the Consolidated Entity to cease to continue as a going concern.

- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Consolidated Entity to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the Consolidated Entity audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

**BDO Canada LLP**

Chartered Professional Accountants

Vancouver, British Columbia
May 21, 2020
# CONSOLIDATED STATEMENT OF FINANCIAL POSITION

*As at March 31, 2020*

<table>
<thead>
<tr>
<th>Financial Assets</th>
<th>Note</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>4</td>
<td>47,969</td>
<td>30,778</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>5</td>
<td>16,534</td>
<td>22,140</td>
</tr>
<tr>
<td>Inventories for resale</td>
<td>6</td>
<td>1,400</td>
<td>1,547</td>
</tr>
<tr>
<td>Due from related parties</td>
<td>6</td>
<td>17,703</td>
<td>13,217</td>
</tr>
<tr>
<td>Pensions</td>
<td>7</td>
<td>54,423</td>
<td>38,110</td>
</tr>
<tr>
<td>Portfolio investments</td>
<td>8</td>
<td>479,947</td>
<td>560,690</td>
</tr>
<tr>
<td>Investment in Great Northern Way Campus Trust</td>
<td>9</td>
<td>12,643</td>
<td>12,148</td>
</tr>
<tr>
<td>Investment in SFU Community Trust</td>
<td>10</td>
<td>11,906</td>
<td>11,215</td>
</tr>
<tr>
<td><strong>Total Financial Assets</strong></td>
<td></td>
<td><strong>642,525</strong></td>
<td><strong>689,845</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>11</td>
<td>106,484</td>
<td>94,023</td>
</tr>
<tr>
<td>Employee future benefits</td>
<td>12</td>
<td>81,672</td>
<td>83,717</td>
</tr>
<tr>
<td>Long-term debt</td>
<td>13</td>
<td>148,533</td>
<td>148,247</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>14</td>
<td>165,098</td>
<td>181,420</td>
</tr>
<tr>
<td>Deferred lease proceeds</td>
<td>15</td>
<td>59,116</td>
<td>49,483</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td></td>
<td><strong>560,903</strong></td>
<td><strong>556,890</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Financial Assets</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Non-Financial Assets</strong></td>
<td>16</td>
<td>1,216,359</td>
<td>1,119,961</td>
</tr>
<tr>
<td>Less: deferred capital contributions</td>
<td>17</td>
<td>(599,312)</td>
<td>(578,590)</td>
</tr>
<tr>
<td>Restricted investments</td>
<td>8</td>
<td>381,756</td>
<td>361,153</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td></td>
<td>4,701</td>
<td>3,233</td>
</tr>
<tr>
<td>Inventories held for use</td>
<td></td>
<td>522</td>
<td>471</td>
</tr>
<tr>
<td><strong>Total Non-Financial Assets</strong></td>
<td></td>
<td><strong>1,004,026</strong></td>
<td><strong>906,228</strong></td>
</tr>
</tbody>
</table>

| Net Assets                | 18   | **1,085,648** | **1,039,183** |

Net Assets is comprised of

| Internally restricted for operating commitments | 101,284 | 80,453 |
| Investment in tangible capital assets         | 569,906 | 549,445 |
| Endowment                                     | 380,756 | 360,153 |
| Accumulated Operating Surplus                 | 1,051,946 | 990,051 |
| Accumulated Remeasurement Gains               | 33,702  | 49,132  |

The accompanying notes are an integral part of these financial statements

Approved:

Christopher W. Lewis  
Chair, Board of Governors

Martin Pochurko  
Vice-President, Finance & Administration
## CONSOLIDATED STATEMENT OF OPERATIONS

*For the year ended March 31, 2020*

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Note</th>
<th>Revenue</th>
<th>Budget 2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government grants and contracts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Province of British Columbia</td>
<td>19</td>
<td>254,745</td>
<td>259,953</td>
<td>244,188</td>
</tr>
<tr>
<td>Government of Canada</td>
<td>19</td>
<td>66,657</td>
<td>56,043</td>
<td>77,120</td>
</tr>
<tr>
<td>Other governments</td>
<td>19</td>
<td>2,277</td>
<td>4,878</td>
<td>2,233</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit courses</td>
<td></td>
<td>260,825</td>
<td>266,442</td>
<td>250,669</td>
</tr>
<tr>
<td>Non-credit courses and other student fees</td>
<td>27,260</td>
<td>26,437</td>
<td>26,172</td>
<td></td>
</tr>
<tr>
<td>Sales of goods and services</td>
<td>41,090</td>
<td>40,157</td>
<td>41,737</td>
<td></td>
</tr>
<tr>
<td>Donations, non-government grants and contracts</td>
<td>57,442</td>
<td>68,902</td>
<td>58,287</td>
<td></td>
</tr>
<tr>
<td>Investment income</td>
<td>20</td>
<td>23,461</td>
<td>29,694</td>
<td>28,017</td>
</tr>
<tr>
<td>Investment income - Great Northern Way Campus Trust</td>
<td>9b</td>
<td>581</td>
<td>2,988</td>
<td></td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>38,500</td>
<td>40,227</td>
<td>34,079</td>
<td></td>
</tr>
<tr>
<td>Other revenue</td>
<td>13,201</td>
<td>13,682</td>
<td>15,166</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td></td>
<td>785,458</td>
<td>806,996</td>
<td>780,656</td>
</tr>
</tbody>
</table>

| | Expense | 2020 | 2019 |
| | Instruction | 576,424 | 606,191 | 562,312 |
| | Research | 148,586 | 128,383 | 144,948 |
| | Community engagement | 24,141 | 31,130 | 23,551 |
| | **Total Expense** | 749,151 | 765,704 | 730,811 |

| Annual Operating Surplus Before Restricted Contributions | 36,307 | 41,292 | 49,845 |
| Net restricted endowment contributions | 22 | 20,090 | 20,603 | 23,442 |
| **Annual Operating Surplus** | 56,397 | 61,895 | 73,287 |
| Accumulated Operating Surplus, Beginning of Year | 990,051 | 990,051 | 916,764 |
| **Accumulated Operating Surplus, End of Year** | 1,046,448 | 1,051,946 | 990,051 |

Annual Surplus was allocated to increase Net Assets

| Internally restricted for operating commitments | 18 | 20,831 | 6,014 |
| Investment in tangible capital assets | 18 | 20,461 | 43,831 |
| | | 41,292 | 49,845 |
| Endowment | | 20,603 | 23,442 |
| **Annual Operating Surplus** | 22 | 61,895 | 73,287 |

The accompanying notes are an integral part of these financial statements

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32  Financial Statements
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES  
For the year ended March 31, 2020

<table>
<thead>
<tr>
<th>Note</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrealized Gains (Losses) Attributable to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio investments</td>
<td>[13,401]</td>
<td>13,440</td>
</tr>
<tr>
<td>Designated fair value financial instruments</td>
<td>3,076</td>
<td>6,817</td>
</tr>
<tr>
<td>Foreign currency translation</td>
<td>702</td>
<td>(26)</td>
</tr>
<tr>
<td>(Gains) Losses Reclassified to Consolidated Statement of Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio investments</td>
<td>(1,371)</td>
<td>(1,920)</td>
</tr>
<tr>
<td>Designated fair value financial instruments</td>
<td>(4,570)</td>
<td>(1,765)</td>
</tr>
<tr>
<td>Foreign currency translation</td>
<td>134</td>
<td>431</td>
</tr>
<tr>
<td>Other Comprehensive Income - Great Northern Way Campus Trust</td>
<td>(63)</td>
<td></td>
</tr>
<tr>
<td>Increase (Decrease) in Remeasurement Gains (Losses) for the Year</td>
<td>(15,430)</td>
<td>16,914</td>
</tr>
<tr>
<td>Accumulated Remeasurement Gains, End of Year</td>
<td>33,702</td>
<td>49,132</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements

CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS 
For the year ended March 31, 2020

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Note</th>
<th>Budget Note 28</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Operating Surplus</td>
<td></td>
<td>56,397</td>
<td>61,895</td>
<td>73,287</td>
</tr>
<tr>
<td>Net restricted endowment contributions</td>
<td>22</td>
<td>(20,090)</td>
<td>(20,603)</td>
<td>(23,442)</td>
</tr>
<tr>
<td>Net effect of remeasurement gains (losses)</td>
<td>116</td>
<td>(5,430)</td>
<td>16,914</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(19,974)</td>
<td>(36,033)</td>
<td>(6,528)</td>
</tr>
<tr>
<td>Acquisition of tangible capital assets</td>
<td>16</td>
<td>(87,494)</td>
<td>(172,668)</td>
<td>(159,835)</td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>16</td>
<td>72,142</td>
<td>76,270</td>
<td>67,455</td>
</tr>
<tr>
<td>Deferred capital contributions</td>
<td>17</td>
<td>71,068</td>
<td>60,949</td>
<td>72,322</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>17</td>
<td>(4,570)</td>
<td>(4,401)</td>
<td>(3,479)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17,216</td>
<td>(75,676)</td>
<td>(54,137)</td>
</tr>
<tr>
<td>Net effect of prepaid expense</td>
<td></td>
<td>415</td>
<td>(1,468)</td>
<td>(1,791)</td>
</tr>
<tr>
<td>Net effect of prepaid lease</td>
<td></td>
<td>315</td>
<td>64</td>
<td>[51]</td>
</tr>
<tr>
<td>Net effect of inventories held for use</td>
<td></td>
<td>794</td>
<td>(1,519)</td>
<td>(1,787)</td>
</tr>
<tr>
<td>Increase (Decrease) in Net Financial Assets in the Year</td>
<td></td>
<td>54,433</td>
<td>(51,333)</td>
<td>10,835</td>
</tr>
<tr>
<td>Net Financial Assets, Beginning of Year</td>
<td></td>
<td>132,955</td>
<td>132,955</td>
<td>122,120</td>
</tr>
<tr>
<td>Net Financial Assets, End of Year</td>
<td></td>
<td>187,388</td>
<td>81,622</td>
<td>132,955</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements
<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Transactions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual operating surplus</td>
<td>61,895</td>
<td>73,287</td>
</tr>
<tr>
<td>Items not involving cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>76,270</td>
<td>67,455</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>[40,227]</td>
<td>[34,079]</td>
</tr>
<tr>
<td>Employee future benefits</td>
<td>[2,045]</td>
<td>4,487</td>
</tr>
<tr>
<td>Income from investment in Great Northern Way Campus Trust</td>
<td>[581]</td>
<td>[2,988]</td>
</tr>
<tr>
<td>Income from investment in SFU Community Trust</td>
<td>(10,284)</td>
<td>(4,428)</td>
</tr>
<tr>
<td>Amortization of deferred lease proceeds</td>
<td>[652]</td>
<td>(547)</td>
</tr>
<tr>
<td>Amortization of long-term debt discount</td>
<td>286</td>
<td>286</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>84,662</td>
<td>103,473</td>
</tr>
<tr>
<td><strong>Changes in non-cash operating balances</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from related parties</td>
<td>5,606</td>
<td>[7,134]</td>
</tr>
<tr>
<td>Pensions</td>
<td>(4,486)</td>
<td>9,883</td>
</tr>
<tr>
<td>Inventories for resale and held for use</td>
<td>(16,313)</td>
<td>(18,175)</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td>96</td>
<td>376</td>
</tr>
<tr>
<td>Prepaid lease</td>
<td>1,468</td>
<td>[1,791]</td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>12,461</td>
<td>23,394</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>(16,322)</td>
<td>19,865</td>
</tr>
<tr>
<td>Deferred lease proceeds</td>
<td>10,285</td>
<td>4,428</td>
</tr>
<tr>
<td><strong>Cash Provided by Operating Transactions</strong></td>
<td>74,521</td>
<td>134,319</td>
</tr>
<tr>
<td><strong>Investing Transactions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in investments, net of remeasurement gains/losses</td>
<td>44,710</td>
<td>[86,929]</td>
</tr>
<tr>
<td>Net distribution from Great Northern Way Campus Trust</td>
<td>86</td>
<td>32</td>
</tr>
<tr>
<td>Distribution from SFU Community Trust</td>
<td>9,593</td>
<td>3,213</td>
</tr>
<tr>
<td><strong>Cash Provided by (Used in) Investing Transactions</strong></td>
<td>54,389</td>
<td>(83,684)</td>
</tr>
<tr>
<td><strong>Financing Transactions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred capital contributions received</td>
<td>60,949</td>
<td>72,322</td>
</tr>
<tr>
<td><strong>Cash Provided by Financing Transactions</strong></td>
<td>60,949</td>
<td>72,322</td>
</tr>
<tr>
<td><strong>Capital Transactions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition of tangible capital assets</td>
<td>[172,668]</td>
<td>[159,835]</td>
</tr>
<tr>
<td><strong>Cash Used in Capital Transactions</strong></td>
<td>[172,668]</td>
<td>[159,835]</td>
</tr>
<tr>
<td><strong>Net Increase (Decrease) in Cash and Cash Equivalents</strong></td>
<td>17,191</td>
<td>(36,878)</td>
</tr>
<tr>
<td>Cash and Cash Equivalents, Beginning of Year</td>
<td>30,778</td>
<td>67,656</td>
</tr>
<tr>
<td>Cash and Cash Equivalents, End of Year</td>
<td>47,969</td>
<td>30,778</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
For the year ended March 31, 2020

1. AUTHORITY AND PURPOSE

Simon Fraser University (the university) operates under the authority of the University Act of British Columbia. It is a comprehensive research university engaged in research and delivering a full range of undergraduate, graduate and Lifelong Learning programs from campuses in Burnaby, Vancouver and Surrey, BC. Simon Fraser University is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the Province of British Columbia. The academic governance of the university is vested in its Senate. The university is a registered charity and is exempt from income taxes under section 149 of the Income Tax Act.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a. Basis of accounting

Financial Reporting Framework
The consolidated financial statements have been prepared in accordance with section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and the Restricted Contribution Regulation 198/2011 issued pursuant to it; the Financial Reporting Framework (FRF).

The Budget Transparency and Accountability Act requires that the consolidated financial statements be prepared in accordance with Canadian Public Sector Accounting Standards (PSAS) except as modified by regulation 198/2011. The regulation requires that contributions received or receivable by the university for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be accounted for as deferred capital contributions as described in note 2c(v). Note 17c summarizes the impact of FRF versus PSAS on the consolidated financial statements. Revenue recognized in the Consolidated Statement of Operations and certain related deferred capital contributions are recorded differently under FRF as described herein than under PSAS.

b. Basis of consolidation

Consolidated entities
The consolidated financial statements reflect the assets, liabilities, revenues and expenses of organizations which are controlled by the university. Government business enterprises are accounted for by the modified equity method. Other controlled organizations are consolidated or proportionately consolidated and inter-organizational transactions, balances and activities have been eliminated on consolidation.

The following organizations are consolidated or proportionately consolidated in the financial statements to the degree of interest in each:

- Consolidation: SFU Foundation (100%); SFU Community Corporation (100%); and SF Univentures Corporation (100%).
- Proportionate consolidation: TRIUMF (7.14% interest); Western Canadian Universities Marine Sciences Society (20% interest); and Innovation Boulevard Corporation (50% interest).

Investment in government business enterprises
Government business enterprises are accounted for by the modified equity method. Under this method, the university’s investment in the business enterprise and its net income and other changes in equity are recorded as earned. No adjustment is made to conform the accounting policies of the government business enterprise to those of the university. Other comprehensive income is accounted for as an adjustment to net assets of the university. Inter-organizational transactions and balances have not been eliminated, except for any profit or loss on transactions involving assets that continue to be controlled by the university.

The following organizations are government business enterprises and are accounted for by the modified equity method. These entities have fiscal years ending December 31 and adjustments are made to recognize any significant transactions between their fiscal year end and the university’s March 31 fiscal year end.

- SFU Community Trust (SFUCT) (100% interest).
- Great Northern Way Campus Trust (GNWCT) (25% interest).
c. Revenue recognition

(i) Operating government grants not restricted in use are recognized when received or receivable. Such grants, if contributed for a future period, are deferred and reported as deferred revenue until that future period.

(ii) Other unrestricted revenue, including tuition and sales of goods and services, is reported as revenue at the time the service or product is provided.

(iii) Unrestricted contributions and donations are recognized as revenue when received.

(iv) Gifts-in-kind are recorded at fair market value on the date of their donation or at nominal value if the fair market value cannot be reasonably determined.

(v) Externally restricted contributions (grants and donations) are recorded as deferred revenue and then recognized as revenue when the restrictions specified by the contributors are satisfied.

• Contributions for specific purposes other than endowment or the acquisition of tangible capital assets are recorded as deferred revenue and recognized as revenue in the year in which the related expenses are incurred.

• Contributions restricted for capital purposes by external restrictions or the Restricted Contribution Regulation described in note 2a are recorded as deferred revenue until the amount is spent:
  • If the tangible capital asset acquired is land or property rights, the amount is recorded as revenue in the period of acquisition and as an increase to tangible capital assets.
  • If the tangible capital asset has a limited life, the amount invested is recorded as a deferred capital contribution and amortized on a straight-line basis over the useful life of the asset. Amortization commences once the asset is put into use.

• Endowment contributions and associated investment income allocated for preservation of endowment capital purchasing power are recognized in the Consolidated Statement of Operations in the period in which they are received or earned.

(vi) Investment income includes interest recorded on an accrual basis, declared dividends, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other than temporary. For operating investments recorded at fair value, unrealized gains and losses are recorded in the Consolidated Statement of Remeasurement Gains and Losses until realized when they are reclassified to the Consolidated Statement of Operations.

(vii) Income earned on externally restricted investments is deferred and recognized when the related expenditure is made or stipulations are met.

d. Financial instruments

Financial instruments are classified into two categories: (i) fair value and (ii) cost/amortized cost.

(i) Fair value category: portfolio instruments that are quoted in an active market and derivatives are reflected at fair value as at the reporting date. Other investments held by the university which are managed on a fair value basis have been designated to be recorded at fair value, with the exception of the residual interest in real property. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are immediately recorded as an expense. Unrealized gains and losses on unrestricted financial assets are recognized in the Consolidated Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to sale or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Consolidated Statement of Operations and related balances are reversed from the Consolidated Statement of Remeasurement Gains and Losses.

Financial instruments are classified as level 1, 2 or 3 for the purposes of describing the basis of the inputs used to measure the fair values of financial instruments in the fair value measurement category, as described below:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets or liabilities.

Level 2 - Market-based inputs other than quoted prices that are observable for the asset or liability either directly or indirectly.

Level 3 - Inputs for the asset or liability that are not based on observable market data; assumptions are based on the best internal and external information available and are most suitable and appropriate based on the type of financial instrument being valued in order to establish what the transaction price would have been on the measurement date in an arm’s length transaction.
(ii) Cost/amortized cost category: cash and cash equivalents are recorded at cost. Other financial instruments including residual interest in real property, accounts receivable, due from related parties, accounts payable and accrued liabilities, and long-term debt are measured at amortized cost using the effective interest rate method. Gains and losses are recognized in the Consolidated Statement of Operations upon derecognition or impairment.

e. Inventories for resale
Inventories of merchandise for resale are recorded at the lower of cost and net realizable value.

f. Non-financial assets
Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

Non-financial assets includes deferred capital contributions as no cash is required to dispose of this contra-asset that is required to be recorded pursuant to the Budget Transparency and Accountability Act (note 2a). Presentation of deferred capital contributions as a part of non-financial assets also enables net financial assets to be presented in accordance with Canadian PSAS.

g. Foreign currency translation
The university's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standard are reflected in the consolidated financial statements in equivalent Canadian dollars at the exchange rate in effect on the date of the consolidated financial statements. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or consolidated financial statement date is recognized in the Consolidated Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Consolidated Statement of Remeasurement Gains and Losses, and the exchange gain/loss in relation to the exchange rate at the date of the item's initial recognition is recognized in the Consolidated Statement of Operations.

h. Measurement uncertainty
The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the consolidated financial statements, and that affect the reported amounts of the revenues and expenses during the period. Items requiring the use of significant estimates include: the useful life of tangible capital assets, estimated pension and employee future benefits, liability for contaminated sites, and impairment of assets.

Estimates are based on the best information available at the time of preparation of the consolidated financial statements and are reviewed annually to reflect new information as it becomes available.

Measurement uncertainty exists in these consolidated financial statements. Actual results could differ from these estimates.

i. New accounting standards
Effective April 1, 2021 the university will be required to adopt PS3280 Asset Retirement Obligations. This standard establishes when to recognize and how to measure an asset retirement obligation. This standard may be applied retroactively or prospectively and early adoption is permitted. The impact of adopting this standard on the university’s financial results cannot be determined at this time.

Effective April 1, 2022 the university will be required to adopt PS3400 Revenue. Under the standard, transactions that include performance obligations are identified as “exchange contracts” while those that do not have performance obligations are identified as “non-exchange contracts”. Revenues from exchange contracts are to be recognized when the underlying performance obligations have been satisfied while revenues from non-exchange contracts are to be recognized when received or receivable. This standard may be applied retroactively or prospectively and early adoption is permitted. The impact of adopting this standard on the university’s financial results cannot be determined at this time.
3. FINANCIAL INSTRUMENTS RISKS

The fair value of a financial instrument is the estimated amount that the university would receive or pay to settle a financial asset or liability at the reporting date.

The financial instruments of the university and the nature of risks that they may be subject to are as follows:

<table>
<thead>
<tr>
<th>Financial Instrument Risks</th>
<th>Credit Risk</th>
<th>Liquidity</th>
<th>Foreign</th>
<th>Interest Rate</th>
<th>Other Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from related parties</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments - portfolio and restricted</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Long-term debt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit risk
The university is exposed to credit risk resulting from the possibility that parties may default on their financial obligations, or if there is a concentration of transactions carried out with the same party, or if there is a concentration of financial obligations which have similar economic characteristics such that they could be similarly affected by changes in economic conditions. The university does not directly hold any collateral as security for financial obligations receivable.

Cash and cash equivalents
Credit risk associated with cash and cash equivalents is minimized by ensuring that these assets are invested in Schedule 1 Canadian chartered banks.

Accounts receivable
The Province of British Columbia is the largest single source of revenue for the university. Management believes that the concentration of credit risk for other sources is limited.

- Student accounts receivable is made up of a large population of limited amounts. The university has leverage to stop further enrolment and the granting of transcripts until payment is made. Additionally, the university personnel manage the collection of overdue accounts proactively.

- Other receivables, advances and tax recoveries are generally with governments, major institutions and other credit worthy institutions.

The university maintains allowances for potential credit losses and such losses to date have been within the university’s expectations. In making estimates in respect of the allowance for doubtful accounts, current economic conditions, historical information, reasons for the accounts being past due and line of business from which the receivable arose are all considered in the determination of when to allow for past due accounts. The same factors are considered when determining whether to write off amounts charged to the allowance account against the amounts receivable.

Due from related parties
The university believes its receivable from SFU Community Trust and Great Northern Way Campus Trust are collectible based on its understanding of the business plans of the Trusts.

Investments - portfolio and restricted
The university has investment policies to ensure investments are managed appropriately in order to balance preservation of capital, liquidity requirements and investment returns. The university retains several external investment management firms to invest funds in accordance with its investment policies, utilizing diverse agreed upon investment strategies primarily in active trading markets. The fair value hierarchy for fair value measurements provides an indication of the overall types of investments held at March 31, 2020: 94% quoted prices in active markets for identical investments (level 1) and 6% inputs that are not observable market data (level 3).

Liquidity risk
Liquidity risk is the risk that the university will not be able to meet a demand for cash or fund its obligations as they come due. Liquidity risk also includes the risk of the university not being able to liquidate assets in a timely manner at a reasonable price.
The university meets its liquidity requirements by holding assets that can be readily converted into cash and preparing annual operating and capital expenditure budgets, which are monitored and updated as required. In addition, the university requires that funding for significant capital projects be secured before expenditures are incurred.

**Market risk**
Market risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual financial instrument or factors affecting financial instruments traded in the market. The significant market risks to which the university is exposed are foreign exchange risk, interest rate risk and other price risk.

**Foreign exchange risk**
Foreign exchange risk refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate in Canadian dollar value due to changes in foreign exchange rates.

The functional currency of the university is the Canadian dollar. The university transacts some revenue and expenditure activity in U.S. dollars and other currencies due to certain operating costs being denominated in U.S. dollars and other currencies.

The university uses foreign exchange forward contracts only as a defensive strategy for any significant known future obligations to manage foreign exchange transaction exposures. There were no forward contracts outstanding at March 31, 2020 and March 31, 2019.

**Interest rate risk**
Interest rate risk refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate due to changes in market interest rates.

The interest rate exposure of the university arises from its interest bearing assets and its fixed income investments including bonds and debentures.

The university’s cash and cash equivalents includes amounts on deposit that earn interest at market rates. The university manages its exposure to interest rate risk on cash in order to maximize the interest income earned on funds available for investment while maintaining the liquidity at levels necessary to conduct operations on a day to day basis. Fluctuations in market rates of interest on cash do not have a significant impact on the university’s results of operations.

The primary objective of the university with respect to its investments in fixed income investments is to ensure the security of principal amounts invested and provide for a high degree of liquidity, while achieving a satisfactory investment return.

**Other price risk**
Other price risk refers to the risk that the fair value of financial instruments or future cash flows associated with the instruments will fluctuate because of changes in market prices (other than those arising from foreign exchange risk or interest rate risk). The university is exposed to price risk through its investment in equities, hedge funds and real estate. The price risk associated with bonds is considered as part of interest rate risk for these purposes.

### 4. CASH AND CASH EQUIVALENTS

Cash and cash equivalents are demand deposits in Schedule 1 Canadian chartered banks, held primarily in Canadian currency, and are presented net of outstanding items including cheques written but not cleared by the bank as at the date of the Consolidated Statement of Financial Position.

### 5. ACCOUNTS RECEIVABLE

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue receivable</td>
<td>12,271</td>
<td>12,833</td>
</tr>
<tr>
<td>SFSS - Build SFU</td>
<td>1,623</td>
<td>6,444</td>
</tr>
<tr>
<td>Other receivables</td>
<td>2,153</td>
<td>2,029</td>
</tr>
<tr>
<td>GST receivable</td>
<td>1,310</td>
<td>1,410</td>
</tr>
<tr>
<td>Provision for doubtful accounts</td>
<td>(823)</td>
<td>(576)</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>16,534</td>
<td>22,140</td>
</tr>
</tbody>
</table>

Revenue receivable relates to services to students, ancillary services and government grants. Other receivables relate to employee travel advances and third party billings. SFSS-Build SFU pertains to a receivable related to the construction of a new student union building by the Simon Fraser Student Society (SFSS).
6. DUE FROM RELATED PARTIES

Pursuant to a parking agreement, the university and SFUCT have agreed to the total amount of the obligation of $15,000,000, of which $5,149,000 (2019: $5,260,000) has been received. Recognition of the receivable from SFUCT occurs in relation to phases of development; $10,000,000 remains to be recognized in relation to future phases of development.

SFUCT repaid in full the $5,149,000 promissory note and declared a distribution of $9,593,000 which is reported as a distribution receivable, non-interest bearing, to be settled within one year.

During the year GNWCT paid in full a non-interest bearing distribution of $194,000 and declared a distribution of $280,000 which is reported as a distribution receivable, non-interest bearing, to be settled within one year.

7. PENSIONS

Accounting policy
The university has two registered pension plans providing pension benefits to its employees.

For accounting purposes, the defined benefit FRB (Formula Retirement Benefit) pension obligations and cost of pension benefits earned by employees are recognized using annual accounting valuations from each of the plans’ tri annual actuarial funding valuations. A variety of assumptions factor into the results: including expected investment performance, inflation rates, compensation levels, retirement age and life expectancy. The resulting actuarial gains and losses arising from changes in assumptions are amortized over the Expected Average Remaining Service Lifetime (EARS) of active employees for the Administrative/Union Plan and Average Remaining Pension Payment Period for the Academic FRB plan.

Description of pension plans
The two registered pension plans are the Pension Plan for Members of the Academic Staff (Academic FRB Plan) and the Pension Plan for Administrative/Union Staff (Administrative/Union Plan). The Academic FRB Plan is comprised of both a defined contribution plan as well as a grandfathered FRB Plan. The Administrative/Union Plan is a FRB Plan. The provisions of these plans stipulate that the university has no formal claim to any pension plan surplus or asset; accordingly, the pension plans have separate financial statements.

The Boards of Trustees for each of these plans represent both the plan members and the university. The trustees are fully responsible for the management of the plans including the investment of assets and administration of benefits. The university is responsible for funding the pension plans.
Actuarial valuations are required by the B.C. Pension Benefits Standards Act (PBSA) for each of the defined benefit FRB Plans at intervals of not more than three years. Such valuations determine the employer contribution rate necessary to provide adequate funding of the plan liabilities. The valuations are prepared using the projected unit cost method, pro-rated on service. The Plans’ actuaries prepare both going concern and solvency valuations for each plan. The most recent actuarial valuation for the Academic FRB Plan was prepared as at December 31, 2018, while the Administrative/Union Plan was prepared as at December 31, 2016.

Annual accounting valuations are prepared for the purposes of determining the present value of the accrued pension benefit obligation and pension expense to be recorded in the financial statements. An extrapolation is performed from the most recent actuarial valuation of each FRB plan, using assumptions determined by management in consultation with the Plans’ actuaries and in accordance with PSAS. Accounting valuations are prepared on a going concern basis which assumes the plans will continue indefinitely. Assets are measured at market value, and liabilities measured using an appropriate discount rate. Accounting valuations were performed for both FRB plans as at December 31, 2019 using data from each of their most recent actuarial valuations.

Pension plan for members of the academic staff (Academic Plan)
The Academic Plan provides pension benefits primarily on a defined contribution basis whereby funding is directed to individual Money Purchase Accounts (MPA). Benefit payments are based upon the asset value within the individual MPA at the time of retirement. While all required contributions to the plan are made by the university, additional contributions may also be made by employees to their individual MPA. As the Academic MPA Plan is not an FRB plan, an actuarial valuation is not required.

During the 2019 calendar year, contributions made by the university to the Academic MPA Pension Plan were 9.7% (2018 calendar year: 9.7%) of pensionable earnings, totaling $14,555,000 (2018 calendar year: $13,959,000).

The Academic Plan also includes a grandfathered FRB plan. The Academic FRB Plan is a defined benefit plan which provides benefits based on earnings and years of service at SFU, indexed relative to the increase in the Consumer Price Index (CPI) up to a maximum of 3% per annum. A summary of changes in net pension asset is included in note 7a and contributions to the plan are summarized in note 7b.

The gains and losses are recognized by the university over the Average Remaining Pension Payment Period, currently 12 years.

Pension plan for administrative/union staff (Administrative/Union Plan)
The Administrative/Union Plan is a defined benefit FRB plan based on a combination of years of service and the average of the plan member’s highest sixty consecutive months’ salary. Pensions are indexed to the CPI up to a maximum of 3% per annum. Additional voluntary contributions to the Administrative/Union Plan may be made to an employee’s MPA. Pursuant to an agreement between the university and the employee organizations, in certain circumstances, a portion of assets in excess of liabilities may be payable to plan members. If applicable, these payments would be directed to the individual MPA. No contributions were directed to the Administrative/Union MPA Plan by the university in the current or prior year. A summary of changes in net pension asset is included in note 7a and contributions to the plan are summarized in note 7b.

Contributions to the Administrative/Union Pension Plan made by the university during the 2019 calendar year were at a rate of 15.83% (2018 calendar year: 15.83%) of pensionable earnings, totaling $20,744,000 (2018 calendar year: $19,028,000). In addition, contributions of $4,227,000 (2018 calendar year: $2,994,000) were made in respect of commuted value solvency holdbacks.

The gains and losses are recognized by the university over EARSL, currently 12 years.

Defined benefit pension plan liability and expense
The liabilities of the FRB pension plans and current service costs for the year have been based on actuarial valuations performed from the most recent actuarial valuation of each plan.

Pension expense is reported by function, within the Consolidated Statement of Operations, while the accrued pension asset is reported on the Consolidated Statement of Financial Position.
### 7a/ Net pension liability

<table>
<thead>
<tr>
<th></th>
<th>Administrative / Union</th>
<th>Academic FRB</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued benefit obligation, beginning of year</td>
<td>302,883</td>
<td>26,189</td>
<td>329,072</td>
<td>316,348</td>
</tr>
<tr>
<td>Current period benefit cost (net of employee contributions)</td>
<td>15,825</td>
<td></td>
<td>15,825</td>
<td>15,477</td>
</tr>
<tr>
<td>Employee contributions / transfer from MPA</td>
<td>57</td>
<td></td>
<td>57</td>
<td>58</td>
</tr>
<tr>
<td>Interest cost</td>
<td>18,600</td>
<td>1,553</td>
<td>20,153</td>
<td>19,528</td>
</tr>
<tr>
<td>Benefit payments</td>
<td>(26,437)</td>
<td>(2,695)</td>
<td>(29,132)</td>
<td>(23,334)</td>
</tr>
<tr>
<td>Actuarial loss</td>
<td>13,235</td>
<td>414</td>
<td>13,649</td>
<td>995</td>
</tr>
<tr>
<td><strong>Accrued Benefit Obligation, End of Year</strong></td>
<td><strong>324,163</strong></td>
<td><strong>25,461</strong></td>
<td><strong>349,624</strong></td>
<td><strong>329,072</strong></td>
</tr>
<tr>
<td>Fair value of plan assets, beginning of year</td>
<td>360,797</td>
<td>26,703</td>
<td>387,500</td>
<td>397,548</td>
</tr>
<tr>
<td>Employer contributions</td>
<td>25,112</td>
<td>267</td>
<td>25,379</td>
<td>22,138</td>
</tr>
<tr>
<td>Employee contributions / transfer from MPA</td>
<td>57</td>
<td>57</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Actual return (loss) on plan assets</td>
<td>50,663</td>
<td>3,973</td>
<td>54,636</td>
<td>(8,910)</td>
</tr>
<tr>
<td>Benefit payments</td>
<td>(26,437)</td>
<td>(2,695)</td>
<td>(29,132)</td>
<td>(23,334)</td>
</tr>
<tr>
<td><strong>Fair Value Plan Assets, End of Year(*)</strong></td>
<td><strong>410,192</strong></td>
<td><strong>28,248</strong></td>
<td><strong>438,440</strong></td>
<td><strong>387,500</strong></td>
</tr>
<tr>
<td><strong>Funded Status, Pension Plan Surplus</strong></td>
<td><strong>86,029</strong></td>
<td><strong>2,787</strong></td>
<td><strong>88,816</strong></td>
<td><strong>58,428</strong></td>
</tr>
<tr>
<td>Unamortized net actuarial gain, beginning of year</td>
<td>18,748</td>
<td>1,570</td>
<td>20,318</td>
<td>61,265</td>
</tr>
<tr>
<td>Actuarial gain (loss) on pension plan assets</td>
<td>28,153</td>
<td>2,380</td>
<td>30,533</td>
<td>(33,722)</td>
</tr>
<tr>
<td>Actuarial loss on pension plan obligation</td>
<td>(13,235)</td>
<td>(414)</td>
<td>(13,649)</td>
<td>(995)</td>
</tr>
<tr>
<td>Amortization of net actuarial gain</td>
<td>(2,706)</td>
<td>(103)</td>
<td>(2,809)</td>
<td>(6,230)</td>
</tr>
<tr>
<td><strong>Unamortized Net Actuarial Gain, End of Year</strong></td>
<td><strong>30,960</strong></td>
<td><strong>3,433</strong></td>
<td><strong>34,393</strong></td>
<td><strong>20,318</strong></td>
</tr>
<tr>
<td><strong>Net Pension Asset (Liability)</strong></td>
<td><strong>55,069</strong></td>
<td><strong>(646)</strong></td>
<td><strong>54,423</strong></td>
<td><strong>38,110</strong></td>
</tr>
</tbody>
</table>

* Defined benefit pension plan consists of:

<table>
<thead>
<tr>
<th></th>
<th>Administrative / Union</th>
<th>Academic FRB</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity securities</td>
<td>64%</td>
<td>63%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Debt securities</td>
<td>36%</td>
<td>37%</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 7b/ Defined benefit pension expense

<table>
<thead>
<tr>
<th></th>
<th>Administrative / Union</th>
<th>Academic FRB</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current period benefit cost (including employee contributions)</td>
<td>15,882</td>
<td>15,882</td>
<td>15,534</td>
<td></td>
</tr>
<tr>
<td>Less: employee contributions</td>
<td>(57)</td>
<td>(57)</td>
<td>(58)</td>
<td></td>
</tr>
<tr>
<td>Amortization of net actuarial gain</td>
<td>(2,706)</td>
<td>(103)</td>
<td>(2,809)</td>
<td>(6,230)</td>
</tr>
<tr>
<td>Expected interest cost on pension obligation</td>
<td>18,600</td>
<td>1,553</td>
<td>20,153</td>
<td>19,528</td>
</tr>
<tr>
<td>Expected earnings on average pension assets</td>
<td>(22,510)</td>
<td>(1,593)</td>
<td>(24,103)</td>
<td>(24,811)</td>
</tr>
<tr>
<td><strong>Pension Expense (Income)</strong></td>
<td><strong>9,209</strong></td>
<td><strong>(143)</strong></td>
<td><strong>9,066</strong></td>
<td><strong>3,963</strong></td>
</tr>
</tbody>
</table>
**7c/ Significant actuarial assumptions**

<table>
<thead>
<tr>
<th></th>
<th>Administrative/Union</th>
<th></th>
<th>Academic FRB</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2019</td>
<td>2020</td>
<td>2019</td>
</tr>
<tr>
<td>Effective date of most recent actuarial valuation report for funding purposes</td>
<td>31-Dec-16</td>
<td>31-Dec-16</td>
<td>31-Dec-18</td>
<td>31-Dec-18</td>
</tr>
<tr>
<td>Measurement date of plan assets / accrued benefit obligation</td>
<td>31-Dec-19</td>
<td>31-Dec-18</td>
<td>31-Dec-19</td>
<td>31-Dec-18</td>
</tr>
<tr>
<td>Expected future inflation rate</td>
<td>2.00%</td>
<td>2.00%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Post-retirement inflation increase</td>
<td>n/a</td>
<td>n/a</td>
<td>2.00%</td>
<td>2.00%</td>
</tr>
<tr>
<td>Expected Average Remaining Service Lifetime of active employees (EARS)</td>
<td>10 yrs</td>
<td>10 yrs</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Average remaining pension payment period</td>
<td>n/a</td>
<td>n/a</td>
<td>12 yrs</td>
<td>13 yrs</td>
</tr>
<tr>
<td>Beginning of period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discount rate</td>
<td>6.25%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Expected long-term rate of return on plan assets</td>
<td>6.25%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Rate of compensation increase</td>
<td>2.50%</td>
<td>2.50%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>End of period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discount rate</td>
<td>6.00%</td>
<td>6.25%</td>
<td>6.00%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Expected long-term rate of return on plan assets</td>
<td>6.00%</td>
<td>6.25%</td>
<td>6.00%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Rate of compensation increase</td>
<td>2.50%</td>
<td>2.50%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Actual return on plan assets**

<table>
<thead>
<tr>
<th></th>
<th>December 31, 2019</th>
<th>December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Union</td>
<td>12.35%</td>
<td>(2.30%)</td>
</tr>
<tr>
<td>Academic FRB</td>
<td>14.07%</td>
<td>(0.92%)</td>
</tr>
</tbody>
</table>

**7d/ Life expectancy assumptions**

<table>
<thead>
<tr>
<th>Year</th>
<th>Administrative/Union and Academic FRB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>2014 Private Sector Mortality Table</td>
<td></td>
</tr>
<tr>
<td>Life expectancy at 65 for a member currently</td>
<td>21.8</td>
</tr>
</tbody>
</table>

**Defined benefit pension plan solvency**

Pursuant to the BC Pension Benefits Standards Act, instead of making solvency deficiency payments, the university chose to arrange Letters of Credit (LOC) to satisfy solvency contribution requirements (note 24).

**7e/ Defined benefit pension plans: solvency deficiency payment and Letter of Credit requirements**

<table>
<thead>
<tr>
<th>Dollars in Thousands Calendar Year</th>
<th>Cumulative Letter of Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative / Union</td>
<td>Academic FRB</td>
</tr>
<tr>
<td>2019</td>
<td>106,640</td>
</tr>
<tr>
<td>2020</td>
<td>118,450</td>
</tr>
<tr>
<td>2021</td>
<td>*</td>
</tr>
<tr>
<td>2022</td>
<td>*</td>
</tr>
<tr>
<td>2023</td>
<td>*</td>
</tr>
</tbody>
</table>

* The next actuarial valuation reports of the plans will establish the future Letter of Credit (LOC) and solvency payment requirements.
### 8. INVESTMENTS

#### 8a/ Consolidated Statement of Financial Position presentation of investments

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Administrative / Union Obligation</th>
<th>Academic FRB Obligation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>%</td>
</tr>
<tr>
<td>Estimated increase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5% decrease in discount rate</td>
<td>29,103</td>
<td>9.0</td>
</tr>
<tr>
<td>0.5% increase in inflation on post retirement</td>
<td>21,306</td>
<td>6.6</td>
</tr>
<tr>
<td>0.5% increase in compensation</td>
<td>8,002</td>
<td>2.5</td>
</tr>
<tr>
<td>10% reduction to mortality rates (0.8 years for a 65 year old)</td>
<td>7,404</td>
<td>2.3</td>
</tr>
</tbody>
</table>

The amounts above have been determined assuming all other assumptions remain unchanged.

#### 8b/ Investments

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Reported Value</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2019</td>
</tr>
<tr>
<td>Financial assets presentation category</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio investments</strong></td>
<td>479,947</td>
<td>560,690</td>
</tr>
<tr>
<td>Non-financial assets presentation category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment investments (note 18a)</td>
<td>380,756</td>
<td>360,153</td>
</tr>
<tr>
<td>Non-endowment investment</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Restricted investments</strong></td>
<td>381,756</td>
<td>361,153</td>
</tr>
<tr>
<td><strong>Total Investments</strong></td>
<td>861,703</td>
<td>921,843</td>
</tr>
</tbody>
</table>

#### Investments Recorded at Fair Value

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Reported Value</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2019</td>
</tr>
<tr>
<td><strong>Fixed income investments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal bonds</td>
<td>61,449</td>
<td>67,470</td>
</tr>
<tr>
<td>Provincial and municipal bonds</td>
<td>78,069</td>
<td>76,092</td>
</tr>
<tr>
<td>Corporate bonds</td>
<td>168,811</td>
<td>203,179</td>
</tr>
<tr>
<td><strong>Total Fixed Income Investments</strong></td>
<td>313,721</td>
<td>352,510</td>
</tr>
</tbody>
</table>

| Equity instruments quoted in an active market (level 1) |             |      |
| Canadian equities | 223,076 | 247,600 | 204,101 |
| Foreign equities | 272,336 | 287,632 | 208,261 |
| **Total Level 1 Category Financial Instruments** | 809,133 | 887,742 | 724,785 |

| Designated to the fair value category (level 3) |             |      |
| Private equities | 26,186 | 26,942 | 17,683 |
| Other investments | 25,384 | 6,159 | 23,878 |
| **Total Level 3 Category Financial Instruments** | 51,570 | 33,101 | 41,561 |

| Investments Valued at Cost/Amortized Cost |             |      |
| Residual interest in real property | 1,000 | 1,000 | 1,000 |
| **Total Investments Valued at Cost/Amortized Cost** | 1,000 | 1,000 | 1,000 |
| **Total Investments** | 861,703 | 921,843 | 767,346 |
The fixed income investments are benchmarked to the FTSE Canada Universe Bond Index. Bonds held in the portfolio mature between 2020 and 2077 and the yields to maturity range between 0.1% and 11.5% (2019: 0.01% and 11.7%).

Sinking fund investments are held and invested by the Province of British Columbia. These funds will provide for the retirement of debentures issued to the Province at maturity in 2022.

Term deposits consist of $1,825,000 in redeemable and non-redeemable GIC’s with maturities in April, September, October and December 2020 held by TRIUMF.

Canadian equities are managed by two investment management firms, each with their own investment strategy. One uses a blend of fundamental analysis and quantitative models, while the other is strictly based on a fundamental bottom-up approach.

Foreign equities are invested approximately 57% (2019: 59%) in U.S. markets and 43% (2019: 41%) outside of the U.S.

Private equities consist of six pooled private equity funds in which the university participates.

Other investments consist of hedge funds, real estate and mortgages. There are three hedge funds: one follows a Canada-focused diversified strategy, the second follows a diversified liquid multi-strategy and the third is a global diversified fixed income portfolio. Real estate and mortgages consist of pooled real estate funds and direct mortgages secured by real estate.

Other investments valued at cost/amortized cost include the residual interest in a charitable gift of real property.

### 8c/ Reconciliation of investment cost to reported value

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments at cost</td>
<td>767,346</td>
<td>781,566</td>
</tr>
<tr>
<td>Unrealized amounts reported in the Consolidated Statement of Remeasurement Gains and Losses</td>
<td>47,815</td>
<td>31,243</td>
</tr>
<tr>
<td>Balance, beginning of year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in the year</td>
<td>(16,266)</td>
<td>16,572</td>
</tr>
<tr>
<td>Balance, End of year</td>
<td>31,549</td>
<td>47,815</td>
</tr>
<tr>
<td>Deferred revenue related to restricted endowments</td>
<td>92,462</td>
<td>68,161</td>
</tr>
<tr>
<td>Balance, beginning of year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in the year (note 14c)</td>
<td>(29,654)</td>
<td>24,301</td>
</tr>
<tr>
<td>Balance, End of year</td>
<td>62,808</td>
<td>92,462</td>
</tr>
<tr>
<td>Total Investments at Reported Value</td>
<td>861,703</td>
<td>921,843</td>
</tr>
</tbody>
</table>
9. INVESTMENT IN GREAT NORTHERN WAY CAMPUS TRUST

GNWCT was established under the laws of the Province of British Columbia for the benefit of the British Columbia Institute of Technology, Emily Carr University of Art + Design, Simon Fraser University and the University of British Columbia. GNWCT offers a Masters of Digital Media degree program. Additionally, GNWCT is engaged in short-term property management and site development of land in the City of Vancouver that was 80% gifted by Finning International Inc. to the partner institutions in 2001.

Great Northern Way Campus Ltd., a company 25% proportionately owned by the four beneficiaries of GNWCT, has the sole purpose of being the Trustee of GNWCT and has no business operations.

9a/ Investment in Great Northern Way Campus Trust

<table>
<thead>
<tr>
<th></th>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Northern Way Campus Trust equity, December 31</td>
<td></td>
<td>50,572</td>
<td>48,590</td>
</tr>
<tr>
<td>SFU proportionate interest</td>
<td></td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Investment in GNWCT, End of Year</td>
<td></td>
<td>12,643</td>
<td>12,148</td>
</tr>
</tbody>
</table>

9b/ Change in investment in Great Northern Way Campus Trust

<table>
<thead>
<tr>
<th></th>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% 25%</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>Net income reported by GNWCT</td>
<td></td>
<td>2,323</td>
<td>581</td>
</tr>
<tr>
<td>Net distributions from GNWCT to institutions</td>
<td></td>
<td>(341)</td>
<td>(86)</td>
</tr>
<tr>
<td>Change in GNWCT</td>
<td></td>
<td>1,982</td>
<td>495</td>
</tr>
<tr>
<td>GNWCT, beginning of year</td>
<td></td>
<td>48,590</td>
<td>12,148</td>
</tr>
<tr>
<td>GNWCT, End of Year</td>
<td></td>
<td>50,572</td>
<td>12,643</td>
</tr>
</tbody>
</table>

The university’s proportionate interest in GNWCT is accounted for on the modified equity basis utilizing the annual audited financial statements of GNWCT prepared as at December 31. As the fiscal periods of GNWCT and the university are not coterminous, any significant financial transactions that occur during the intervening period are recorded in these consolidated financial statements based on the fiscal year of the university.

Other comprehensive income from GNWCT is included in the Consolidated Statement of Remeasurement Gains and Losses.
### 9c/ Life-to-date investment in Great Northern Way Campus Trust

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial settlement upon GNWCT</td>
<td>33,787</td>
<td>33,787</td>
</tr>
<tr>
<td>GNWCT cumulative comprehensive income</td>
<td>74,117</td>
<td>71,794</td>
</tr>
<tr>
<td>Distributions from GNWCT</td>
<td>(76,137)</td>
<td>(75,017)</td>
</tr>
<tr>
<td>Contributions by partner institutions</td>
<td>18,805</td>
<td>18,026</td>
</tr>
<tr>
<td></td>
<td>50,572</td>
<td>48,590</td>
</tr>
<tr>
<td>SFU proportionate interest</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>SFU Investment in GNWCT</td>
<td>12,643</td>
<td>12,148</td>
</tr>
</tbody>
</table>

### 9d/ Financial summary - Great Northern Way Campus Trust

<table>
<thead>
<tr>
<th></th>
<th>December 31, 2019</th>
<th>December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total assets</td>
<td>61,469</td>
<td>60,356</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>10,897</td>
<td>11,766</td>
</tr>
<tr>
<td><strong>Trust Balance, End of Year</strong></td>
<td>50,572</td>
<td>48,590</td>
</tr>
<tr>
<td><strong>Results of Operations &amp; Trust Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>8,705</td>
<td>26,114</td>
</tr>
<tr>
<td>Expense</td>
<td>6,382</td>
<td>14,161</td>
</tr>
<tr>
<td><strong>Net Income for the Year</strong></td>
<td>2,323</td>
<td>11,953</td>
</tr>
<tr>
<td>Net distributions to beneficiaries</td>
<td>(341)</td>
<td>(130)</td>
</tr>
<tr>
<td><strong>Net changes in the year</strong></td>
<td>1,982</td>
<td>11,823</td>
</tr>
<tr>
<td>Trust balance, beginning of year</td>
<td>48,590</td>
<td>36,767</td>
</tr>
<tr>
<td><strong>Trust Balance, End of Year</strong></td>
<td>50,572</td>
<td>48,590</td>
</tr>
<tr>
<td><strong>Cash Flows</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating transactions</td>
<td>253</td>
<td>18,358</td>
</tr>
<tr>
<td>Investing transactions</td>
<td>(718)</td>
<td>(822)</td>
</tr>
<tr>
<td>Financing transactions</td>
<td>(19,200)</td>
<td></td>
</tr>
<tr>
<td><strong>Decrease in Cash During the Year</strong></td>
<td>(465)</td>
<td>(1,664)</td>
</tr>
</tbody>
</table>
10. INVESTMENT IN SFU COMMUNITY TRUST

SFUCT was established in 2002 to develop land adjacent to the Burnaby campus. This development is known as UniverCity. The university granted SFUCT the ability to sell to real estate developers rights to enter into 99-year leases on land that is owned by the university.

SFUCT is a taxable business trust and must pay income taxes on any taxable income not allocated to beneficiaries. The beneficiaries are the university and Simon Fraser University Foundation, whose beneficiary is also the university.

SFU Community Corporation, a company wholly owned by the university, has the sole purpose of being Trustee of SFUCT and has no business operations.

The university’s 100% interest in SFUCT is accounted for on the modified equity basis utilizing the annual audited financial statements of SFUCT prepared as at December 31. As the fiscal periods of SFUCT and the university are not coterminous, any significant financial transactions that occur during the intervening period are recorded in these consolidated financial statements based on the fiscal year of the university.

In applying the modified equity basis of accounting to its interest in SFUCT, the university makes adjustments for related party transactions where the underlying assets remain under the university’s control. The inter-entity rights to grant 99-year leases that were recorded by the SFUCT at fair market values are eliminated from equity/investment in SFUCT until realized by third party transactions. The ultimate sale to developers of these 99-year lease rights represents the culmination of the transaction for SFUCT who then report such amounts as sales. The university, as the grantor of the 99-year leases, adjusts these sales to amortize the net sales revenue on a straight-line basis over a 99-year lease period as further described in note 15.

10a/ Investment in SFU Community Trust

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net income reported by SFUCT</td>
<td>9,839</td>
<td>3,335</td>
</tr>
<tr>
<td>Reduction in the cost of sales to reflect SFU’s original cost of leases</td>
<td>445</td>
<td>1,093</td>
</tr>
<tr>
<td><strong>Interest in SFUCT Income for the Year</strong></td>
<td>10,284</td>
<td>4,428</td>
</tr>
<tr>
<td>Distributions from SFUCT in the year</td>
<td>(9,593)</td>
<td>(3,213)</td>
</tr>
<tr>
<td>Investment in SFUCT, beginning of year</td>
<td>11,215</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Investment in SFUCT, End of Year</strong></td>
<td>11,906</td>
<td>11,215</td>
</tr>
</tbody>
</table>

10b/ Trust equity reconciled to investment in SFU Community Trust

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust equity as reported by SFUCT</td>
<td>16,391</td>
<td>16,146</td>
</tr>
<tr>
<td>Less: adjustment to eliminate the inter-entity gain on the 99-year lease rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First rights settlement</td>
<td>(9,418)</td>
<td>(9,418)</td>
</tr>
<tr>
<td>Second rights settlement</td>
<td>(8,126)</td>
<td>(8,126)</td>
</tr>
<tr>
<td>Lease rights recognized through sales to third parties</td>
<td>13,059</td>
<td>12,613</td>
</tr>
<tr>
<td><strong>Investment in SFUCT, End of Year</strong></td>
<td>11,906</td>
<td>11,215</td>
</tr>
</tbody>
</table>
### 10c/ Life-to-date investment in SFU Community Trust

<table>
<thead>
<tr>
<th>Description</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settled on formation at fair market value</td>
<td>14,339</td>
<td>14,339</td>
</tr>
<tr>
<td>Adjustment to eliminate the inter-entity gain on the 99-year lease rights</td>
<td>(9,418)</td>
<td>(9,418)</td>
</tr>
<tr>
<td>Settled upon SFUCT at University cost</td>
<td>4,921</td>
<td>4,921</td>
</tr>
<tr>
<td>Second settlement</td>
<td>8,126</td>
<td>8,126</td>
</tr>
<tr>
<td>Adjustment to eliminate the inter-entity gain on the 99-year lease rights</td>
<td>(8,126)</td>
<td>(8,126)</td>
</tr>
<tr>
<td>Settled upon SFUCT at University cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative income as reported by SFUCT</td>
<td>48,798</td>
<td>38,960</td>
</tr>
<tr>
<td>Lease rights recognized through sales to third parties</td>
<td>13,059</td>
<td>12,613</td>
</tr>
<tr>
<td><strong>Interest in SFUCT cumulative income</strong> (note 15c)</td>
<td>61,857</td>
<td>51,573</td>
</tr>
<tr>
<td>Distributions from SFUCT:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied to accounts receivable</td>
<td>(4,882)</td>
<td>(4,882)</td>
</tr>
<tr>
<td>Derived from SFUCT net income</td>
<td>(49,990)</td>
<td>(40,397)</td>
</tr>
<tr>
<td><strong>Investment in SFUCT</strong> (note 15c)</td>
<td>11,906</td>
<td>11,215</td>
</tr>
</tbody>
</table>

In addition to an equity interest in the net income of SFUCT, the university is entitled to base rent under certain conditions.

### 10d/ Life-to-date base rent continued

<table>
<thead>
<tr>
<th>Description</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>1,095</td>
<td>1,095</td>
</tr>
<tr>
<td>Base rent earned in the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance, End of Year</td>
<td>1,095</td>
<td>1,095</td>
</tr>
</tbody>
</table>

### 10e/ Financial summary - SFU Community Trust

<table>
<thead>
<tr>
<th>Description</th>
<th>December 31, 2019</th>
<th>December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total assets</td>
<td>75,862</td>
<td>66,670</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>59,470</td>
<td>50,524</td>
</tr>
<tr>
<td><strong>Trust Balance, End of Year</strong></td>
<td>16,392</td>
<td>16,146</td>
</tr>
<tr>
<td><strong>Results of Operations &amp; Trust Balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>21,694</td>
<td>12,552</td>
</tr>
<tr>
<td>Expense</td>
<td>11,855</td>
<td>9,216</td>
</tr>
<tr>
<td><strong>Net Income for the Year</strong></td>
<td>9,839</td>
<td>3,336</td>
</tr>
<tr>
<td>Distributions to beneficiaries</td>
<td>(9,593)</td>
<td>(3,213)</td>
</tr>
<tr>
<td>Trust balance, beginning of year</td>
<td>16,146</td>
<td>16,023</td>
</tr>
<tr>
<td><strong>Trust Balance, End of Year</strong></td>
<td>16,392</td>
<td>16,146</td>
</tr>
<tr>
<td><strong>Cash Flows</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating transactions</td>
<td>23,859</td>
<td>[5,441]</td>
</tr>
<tr>
<td>Investing transactions</td>
<td>476</td>
<td>(373)</td>
</tr>
<tr>
<td>Financing transactions</td>
<td>(3,238)</td>
<td>2,330</td>
</tr>
<tr>
<td><strong>Increase (Decrease) in Cash During the Year</strong></td>
<td>21,097</td>
<td>(3,484)</td>
</tr>
</tbody>
</table>
11. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

<table>
<thead>
<tr>
<th>Description of benefit plans</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade payables and accruals</td>
<td>58,092</td>
<td>51,107</td>
</tr>
<tr>
<td>Salaries and benefits payable</td>
<td>21,992</td>
<td>18,160</td>
</tr>
<tr>
<td>Accrued vacation pay</td>
<td>8,870</td>
<td>8,330</td>
</tr>
<tr>
<td>Other</td>
<td>17,530</td>
<td>16,426</td>
</tr>
<tr>
<td>Accounts Payable and Accrued Liabilities</td>
<td>106,484</td>
<td>94,023</td>
</tr>
</tbody>
</table>

12. EMPLOYEE FUTURE BENEFITS

Accounting policy
The university provides retirement and compensated absence benefits to employees.

For accounting purposes, the university measures the accrued benefit obligation, liability and expense of the fiscal period through actuarial and accounting valuations. Adjustments arising from changes in actuarial assumptions and actuarial gains and losses are amortized over the Expected Average Remaining Service Lifetime (EARSL) of active employees, except for long-term disability which, as an event driven compensated absence benefit, is recognized immediately.

The university does not segregate assets to specifically offset this liability.

Description of benefit plans
The university operates three employee future benefit plans providing: non-pension retiree medical, extended health and dental benefits; early retirement benefits; and provisions for long-term disability.

Actuarial Valuations are performed for both of the retirement benefit plans at least every three years, while the event driven compensated absence benefit plan is performed annually. Such valuations determine the employer contribution rate necessary to provide adequate funding of the plan liabilities and are prepared using the projected benefit method, pro-rated on services. The most recent actuarial valuations for the retirement benefit plans was prepared as at December 31, 2018.

Annual accounting valuations have the primary purpose of determining the liability and expense to be recorded in the financial statements. Assumptions are determined congruent with relevant PSAS on a best estimate basis and are reviewed on an annual basis. This valuation assumes the plan will continue indefinitely and extrapolates the present value of accrued liabilities and benefit expenses from the most recent actuarial valuations. Given the absence of plan assets, the discount rate applied is equal to the relevant cost of borrowing.

Retirement benefits
Retirement benefits represent the liabilities of the university to provide non-pension retiree benefits and early retirement benefits to the employees in return for their services. As employees render services, the value of the retirement benefits are attributed to those services and recorded as liabilities and expenses. Gains or losses resulting from accounting valuations are amortized over EARSL using the straight line method, commencing the following fiscal year.

Non-pension retiree benefits
Non-pension retiree benefits represent the liabilities for portions of future premiums payable on behalf of eligible current employees and retirees for medical, extended health and dental benefits. Only employees hired before dates between July 1, 2001 and May 1, 2003, depending on employee group, are eligible for this benefit. The most recent accounting valuation reported an actuarial loss of $2,225,000 (2019 gain: $14,155,000) to be amortized over EARSL.
Early retirement benefits

Early retirement benefits represent the liabilities to employees who took early retirement in the mid 1990’s and other employees who receive supplementary pensions. The most recent accounting valuation reported an actuarial loss of $309,000 (2019: actuarial gain of $108,000) to be amortized over EARSL.

Event driven liabilities

Compensated absence and long-term disability benefits represent liabilities that are created when events that obligate the university occur. Actuarial valuations are performed each year for these event driven liabilities. The expected costs of providing the benefits are recognized immediately in the period when such events occur. An insurance company administers the long-term disability plans and is reimbursed for disability claim payments plus service fees.

12a/ Liability and benefit expense for employee future benefits

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Retirement Benefits</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Pension Retiree</td>
<td>Early Retirement</td>
</tr>
<tr>
<td>Accrued benefit obligation, beginning of year</td>
<td>58,497</td>
<td>2,777</td>
</tr>
<tr>
<td>Current period benefit cost</td>
<td>436</td>
<td>63</td>
</tr>
<tr>
<td>Interest cost</td>
<td>2,262</td>
<td>104</td>
</tr>
<tr>
<td>Benefit payments</td>
<td>(1,449)</td>
<td>(276)</td>
</tr>
<tr>
<td>Gain from MSP elimination</td>
<td>(5,834)</td>
<td>(204)</td>
</tr>
<tr>
<td>Actuarial (gain) loss</td>
<td>2,225</td>
<td>309</td>
</tr>
<tr>
<td><strong>Accrued Benefit Obligation, End of Year</strong></td>
<td>56,137</td>
<td>2,977</td>
</tr>
</tbody>
</table>

Unamortized net actuarial gain on liability, beginning of year | 12,766 | [151] | 12,615 | [3,508] |

Actuarial gain (loss) on liability | (2,225) | (309) | (1,878) | (4,412) | 14,728 |

Amortization of net actuarial (gain) loss | (1,104) | 66 | 1,878 | 840 | 1,395 |

Unamortized Net Actuarial Gain (Loss) on Obligation, End of Year | 9,437 | (394) | 9,043 | 12,615 |

Liability for Employee Future Benefits, End of Year | 65,574 | 2,583 | 13,515 | 81,672 | 83,717 |

12b/ Employee future benefits expense

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Retirement Benefits</th>
<th>Compensated Absence Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Pension Retiree</td>
<td>Early Retirement</td>
</tr>
<tr>
<td>Current period benefit cost</td>
<td>436</td>
<td>63</td>
</tr>
<tr>
<td>Recognition of actuarial loss (gain)</td>
<td>(1,104)</td>
<td>66</td>
</tr>
<tr>
<td>Gain from MSP elimination</td>
<td>(5,834)</td>
<td>(204)</td>
</tr>
<tr>
<td>Interest cost on unfunded benefit obligation</td>
<td>2,262</td>
<td>104</td>
</tr>
<tr>
<td>Employee Future Benefits Expense (Income)</td>
<td>(4,240)</td>
<td>233</td>
</tr>
</tbody>
</table>
12c/ Significant actuarial assumptions

<table>
<thead>
<tr>
<th>Non-Pension Retiree</th>
<th>Early Retirement</th>
<th>Long-Term Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurement date of accrued benefit obligation</strong></td>
<td><strong>2020</strong></td>
<td><strong>2019</strong></td>
</tr>
<tr>
<td>31-Dec-19</td>
<td>31-Dec-18</td>
<td>31-Dec-19</td>
</tr>
<tr>
<td><strong>Expected future inflation rate</strong></td>
<td><strong>2.00%</strong></td>
<td><strong>2.00%</strong></td>
</tr>
<tr>
<td><strong>Expected Average Remaining Service Lifetime of active employees (EARSL)</strong></td>
<td><strong>5 yrs</strong></td>
<td><strong>6 yrs</strong></td>
</tr>
<tr>
<td><strong>Weighted average remaining years until last payment</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Beginning of period discount rate</strong></td>
<td><strong>3.90%</strong></td>
<td><strong>3.50%</strong></td>
</tr>
<tr>
<td><strong>End of period discount rate</strong></td>
<td><strong>3.10%</strong></td>
<td><strong>3.90%</strong></td>
</tr>
<tr>
<td><strong>Assumed health care cost trend rates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dental</strong></td>
<td><strong>4.04%</strong></td>
<td><strong>4.04%</strong></td>
</tr>
<tr>
<td><strong>Extended Health Benefits (EHB)</strong></td>
<td><strong>4.04%</strong></td>
<td><strong>4.04%</strong></td>
</tr>
</tbody>
</table>

12d/ Sensitivity to actuarial assumptions, as at December 31, 2019

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Non-Pension Retiree</th>
<th>Early Retirement</th>
<th>Long-Term Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated increase in accrued benefit obligation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5% decrease in discount rate</td>
<td>$4,749</td>
<td>8.5</td>
<td>$160</td>
</tr>
<tr>
<td>0.5% increase in MSP, Dental and EHB cost trend rates</td>
<td>$4,489</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>10% reduction to mortality rates (0.8 years for a 65 year old)</td>
<td>$2,529</td>
<td>4.5</td>
<td>$149</td>
</tr>
<tr>
<td>0.5% increase in inflation rate</td>
<td>$115</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>0.5% increase in compensation</td>
<td>$152</td>
<td>5.1</td>
<td></td>
</tr>
</tbody>
</table>

The amounts above have been determined assuming all other assumptions remain unchanged.
13. LONG-TERM DEBT

Long-term debt reported on the Consolidated Statement of Financial Position is recorded at amortized cost and is comprised of the following:

13a/ Long-term debt

<table>
<thead>
<tr>
<th>Description</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debentures, senior unsecured</td>
<td>143,551</td>
<td>143,273</td>
</tr>
<tr>
<td>Debenture, Province of British Columbia</td>
<td>4,982</td>
<td>4,974</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>148,533</td>
<td>148,247</td>
</tr>
</tbody>
</table>

Senior unsecured debentures issued at a discount by the university in 2003 for $150,000,000 with a coupon rate of 5.613%, interest paid semi-annually, due June 10, 2043, and are recorded using the effective interest method. Net proceeds of the issue were used to finance capital projects. The debentures are neither obligations of, nor guaranteed by, the Province of British Columbia.

The Province of British Columbia debenture is unsecured, bears interest at a rate of 8.75% and is due in 2022.

Sinking fund investments are held and invested by the Province of British Columbia. These funds totaling $3,567,000 (2019: $3,386,000) will provide for the retirement at maturity of debentures issued to the Province. The amount forms part of the investment balance shown on the Consolidated Statement of Financial Position. Annual sinking fund payments due within the next five years are included in the annual payments table. Annual payments of principal, sinking fund installments and interest due over the next five years and thereafter are as follows:

13b/ Annual payments on long-term debt

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Principal</th>
<th>Sinking Fund</th>
<th>Interest</th>
<th>Total Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td></td>
<td>44</td>
<td>8,857</td>
<td>8,901</td>
</tr>
<tr>
<td>2022</td>
<td></td>
<td>44</td>
<td>8,857</td>
<td>8,901</td>
</tr>
<tr>
<td>2023</td>
<td></td>
<td>44</td>
<td>8,638</td>
<td>8,682</td>
</tr>
<tr>
<td>2024</td>
<td></td>
<td></td>
<td>8,420</td>
<td>8,420</td>
</tr>
<tr>
<td>2025</td>
<td></td>
<td></td>
<td>8,420</td>
<td>8,420</td>
</tr>
<tr>
<td>2026 to 2042</td>
<td></td>
<td></td>
<td>143,132</td>
<td>143,132</td>
</tr>
<tr>
<td>2043</td>
<td>150,000</td>
<td></td>
<td>8,420</td>
<td>158,420</td>
</tr>
</tbody>
</table>

14. DEFERRED REVENUE

Contributions subject to external restrictions pursuant to legislation, regulation or agreement, are deferred and recognized as revenue in the period in which the stipulations are met.

The nature of such contributions, restrictions and recognition criteria vary, and include:
- Sponsored research and specific purpose amounts received are restricted to specific expenditures or class of expenditure.
- Endowment investment earnings are restricted until expended per donor terms of reference.

Deferred revenue represents an opportunity to, in the future, earn revenue by incurring qualified expenditures. Additionally, pursuant to multi-year research funding contracts, the university has the opportunity to earn further revenue by incurring qualified expenditures. Any one contract does not abnormally impact the university’s financial position or operations and does not define the level of revenue for a considerable time into the future. The university manages risk exposure to fluctuations in this type of revenue by structuring expenses to be short-term and variable in relation to related revenue. If the nature, extent or timing of such contractual rights were individually or collectively abnormal, disclosure would be provided.
### 14a/ Changes in deferred revenue

<table>
<thead>
<tr>
<th>Sponsored Research</th>
<th>Endowment</th>
<th>Specific Purpose</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance, beginning of year</strong></td>
<td>46,693</td>
<td>103,305</td>
<td>31,422</td>
<td>181,420</td>
</tr>
<tr>
<td><strong>Donations and grant revenue received</strong></td>
<td>84,035</td>
<td>34,406</td>
<td>118,441</td>
<td>100,830</td>
</tr>
<tr>
<td><strong>Transferred to revenue</strong></td>
<td>(69,934)</td>
<td>(28,594)</td>
<td>(98,528)</td>
<td>(89,340)</td>
</tr>
<tr>
<td><strong>Endowment investment income (loss)</strong></td>
<td>(9,468)</td>
<td>(9,468)</td>
<td>41,010</td>
<td></td>
</tr>
<tr>
<td><strong>Transferred to investment income (note 20)</strong></td>
<td>(14,881)</td>
<td>(14,881)</td>
<td>(17,258)</td>
<td></td>
</tr>
<tr>
<td><strong>Transferred to net endowment contributions (note 22)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endowment principal addition</strong></td>
<td>(3,463)</td>
<td>(3,463)</td>
<td>(4,052)</td>
<td></td>
</tr>
<tr>
<td><strong>Preserve purchasing power</strong></td>
<td>(8,423)</td>
<td>(8,423)</td>
<td>(11,325)</td>
<td></td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td>60,794</td>
<td>67,070</td>
<td>37,234</td>
<td>165,098</td>
</tr>
</tbody>
</table>

### 14b/ Source of deferred revenue, end of year

<table>
<thead>
<tr>
<th>Sponsored Research</th>
<th>Endowment</th>
<th>Specific Purpose</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Province of British Columbia</strong></td>
<td>1,073</td>
<td>1,687</td>
<td>2,760</td>
<td>15,138</td>
</tr>
<tr>
<td><strong>Government of Canada</strong></td>
<td>58,187</td>
<td>13,882</td>
<td>72,069</td>
<td>44,922</td>
</tr>
<tr>
<td><strong>Endowment income stabilization account</strong></td>
<td>57,148</td>
<td>57,148</td>
<td>95,090</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>1,534</td>
<td>9,922</td>
<td>21,665</td>
<td>33,121</td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td>60,794</td>
<td>67,070</td>
<td>37,234</td>
<td>165,098</td>
</tr>
</tbody>
</table>

**Endowment deferred revenue**

Endowment contributions are recorded in the Consolidated Statement of Operations as net restricted endowment contributions (note 20). The related net assets are separately accounted for (note 18b). Endowment investments are reported within restricted investments (note 8a).

Endowment investment returns are initially recorded as deferred revenue in the endowment income stabilization account. Allocations are then made to individual endowment spending accounts for expenditure pursuant to the donor terms. When expenditures occur, the related investment income is recognized in the consolidated statement of operations (note 20).

**14c/ Endowment income stabilization account**

<table>
<thead>
<tr>
<th>Sponsored Research</th>
<th>Endowment</th>
<th>Specific Purpose</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance, beginning of year</strong></td>
<td>95,090</td>
<td>84,284</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endowment investment income externally restricted for the year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Realized income</strong></td>
<td>20,186</td>
<td>16,709</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unrealized income (loss) (note 8c)</strong></td>
<td>(29,654)</td>
<td>24,301</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endowment income allocated to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual endowment spending accounts</strong></td>
<td>(20,051)</td>
<td>(18,879)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preserve purchasing power (note 22)</strong></td>
<td>(8,423)</td>
<td>(11,325)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increase (Decrease) in the Year</strong></td>
<td>37,942</td>
<td>10,806</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td>57,148</td>
<td>95,090</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. DEFERRED LEASE PROCEEDS

The university accounts for its 100% interest in SFU Community Trust (SFUCT) by the modified equity method as described in note 10. The net income from SFUCT determined by the modified equity method that relates to 99-year leases of university land is then deferred and recognized over the terms of the leases. Pursuant to the terms of the distributions from SFUCT, the income so determined is recorded as restricted endowment contributions.

15a/ Change in deferred lease proceeds

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>49,483</td>
<td>45,602</td>
</tr>
<tr>
<td>SFUCT income to be deferred and amortized over lease terms</td>
<td>9,839</td>
<td>3,335</td>
</tr>
<tr>
<td>Adjustment of land value on transfer to the Trust realized through sale of leases</td>
<td>446</td>
<td>1,093</td>
</tr>
<tr>
<td>Amortized and transferred to net restricted endowment contributions</td>
<td>(652)</td>
<td>(547)</td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td><strong>59,116</strong></td>
<td><strong>49,483</strong></td>
</tr>
</tbody>
</table>

15b/ SFUCT income recognized as restricted endowment contributions

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amortized to income in the year</td>
<td>652</td>
<td>547</td>
</tr>
<tr>
<td><strong>Income Recognized in the Year as Restricted Endowment Contributions (note 22)</strong></td>
<td><strong>652</strong></td>
<td><strong>547</strong></td>
</tr>
</tbody>
</table>

15c/ SFU Community Trust endowment component of accumulated surplus

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in SFUCT cumulative income [note 10c]</td>
<td>61,857</td>
<td>51,573</td>
</tr>
<tr>
<td>Less: deferred lease proceeds</td>
<td>(59,116)</td>
<td>(49,483)</td>
</tr>
<tr>
<td><strong>Life-to-date SFUCT Income Recognized as Endowment Contributions</strong></td>
<td><strong>2,741</strong></td>
<td><strong>2,090</strong></td>
</tr>
<tr>
<td>Base rent revenue earned [note 10d]</td>
<td>1,095</td>
<td>1,095</td>
</tr>
<tr>
<td>Initial settlement of investment into SFUCT</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Life-to-date capitalized investment income</td>
<td>7,755</td>
<td>6,753</td>
</tr>
<tr>
<td><strong>SFUCT Endowment Component of Accumulated Surplus</strong></td>
<td><strong>11,631</strong></td>
<td><strong>9,978</strong></td>
</tr>
<tr>
<td>Total non SFUCT Endowment</td>
<td>369,125</td>
<td>350,175</td>
</tr>
<tr>
<td><strong>Endowment</strong></td>
<td><strong>380,756</strong></td>
<td><strong>360,153</strong></td>
</tr>
</tbody>
</table>

16. TANGIBLE CAPITAL ASSETS

16a/ Tangible capital assets - net book value

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Accumulated Amortization</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - concrete</td>
<td>1,128,978</td>
<td>264,563</td>
<td>864,415</td>
<td>807,128</td>
</tr>
<tr>
<td>Buildings - wood</td>
<td>42,893</td>
<td>17,901</td>
<td>24,992</td>
<td>21,197</td>
</tr>
<tr>
<td>Site services</td>
<td>74,444</td>
<td>19,761</td>
<td>54,683</td>
<td>51,193</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>5,262</td>
<td>2,105</td>
<td>3,157</td>
<td>3,244</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>76,541</td>
<td>34,744</td>
<td>41,797</td>
<td>31,204</td>
</tr>
<tr>
<td>Equipment &amp; furnishings</td>
<td>110,614</td>
<td>60,238</td>
<td>50,376</td>
<td>52,712</td>
</tr>
<tr>
<td>Library books</td>
<td>94,744</td>
<td>47,021</td>
<td>47,723</td>
<td>47,166</td>
</tr>
<tr>
<td>Land</td>
<td>33,080</td>
<td>33,080</td>
<td>33,080</td>
<td>33,080</td>
</tr>
<tr>
<td>Assets under construction</td>
<td>96,136</td>
<td>96,136</td>
<td>73,037</td>
<td>73,037</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,662,692</strong></td>
<td><strong>446,333</strong></td>
<td><strong>1,216,359</strong></td>
<td><strong>1,119,961</strong></td>
</tr>
</tbody>
</table>
Financial Statements

Accounting policy

Tangible capital assets are initially recorded at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost includes overhead directly attributable to construction and development, as well as interest costs that are directly attributable to the acquisition or construction of the asset. Contributed tangible capital assets are recorded at fair market value at the date of contribution. Amortization is recorded on a straight-line basis over the estimated useful life of the asset.

Estimated useful life of tangible capital assets

<table>
<thead>
<tr>
<th>Life in Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - concrete</td>
<td>50</td>
</tr>
<tr>
<td>Buildings - wood</td>
<td>30</td>
</tr>
<tr>
<td>Site services</td>
<td>50</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>Term of lease 7 - 10</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>3</td>
</tr>
<tr>
<td>Equipment and furnishings</td>
<td>8</td>
</tr>
<tr>
<td>Library books</td>
<td>10</td>
</tr>
</tbody>
</table>

Land is not amortized as it is considered to have an unlimited useful life. Assets under construction are not amortized until the asset is put into productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the university's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets is less than their net book value. There were no write downs of tangible capital assets in 2020 (2019: nil).

Works of art and cultural assets, which include the university’s art collection and the SFU Bill Reid Gallery collection, are not recognized as assets in the Consolidated Financial Statements. In 2020, additional donated works of art with an appraised value of $198,000 (2019: $834,000) were received. The art collections are insured at a replacement value of $45,633,000.

Inventories held for use are recorded at the lower of cost and replacement cost.

Prepaid lease expense is capitalized and amortized over the term of the related lease.

Contributed tangible capital assets have been recognized at fair market value at the date of contribution. Where an estimate of value could not be made, contributed tangible capital assets are recognized at a nominal value. The value of contributed assets received during the year is approximately $1,034,000 (2019: $2,349,000).

Additions to buildings during the year include capitalized interest of $nil (2019: $nil).

16b/ 2020 Tangible capital asset cost - opening and closing balances

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Opening</th>
<th>Additions</th>
<th>Change in Assets Under Construction</th>
<th>Adjustments</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - concrete</td>
<td>1,054,802</td>
<td>100,745</td>
<td>(21,431)</td>
<td>(5,138)</td>
<td>1,128,978</td>
</tr>
<tr>
<td>Buildings - wood</td>
<td>37,770</td>
<td>2,018</td>
<td>3,105</td>
<td></td>
<td>42,893</td>
</tr>
<tr>
<td>Site services</td>
<td>69,508</td>
<td>6,734</td>
<td>(1,798)</td>
<td></td>
<td>74,444</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>4,726</td>
<td>3,064</td>
<td>(2,528)</td>
<td></td>
<td>5,262</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>63,181</td>
<td>34,557</td>
<td>(21,197)</td>
<td></td>
<td>76,541</td>
</tr>
<tr>
<td>Equipment &amp; furnishings</td>
<td>114,972</td>
<td>15,574</td>
<td>(447)</td>
<td>(19,485)</td>
<td>110,614</td>
</tr>
<tr>
<td>Library books</td>
<td>93,623</td>
<td>9,976</td>
<td>(8,855)</td>
<td></td>
<td>94,744</td>
</tr>
<tr>
<td>Land</td>
<td>33,080</td>
<td></td>
<td></td>
<td></td>
<td>33,080</td>
</tr>
<tr>
<td>Assets under construction</td>
<td>73,037</td>
<td>23,099</td>
<td></td>
<td></td>
<td>96,136</td>
</tr>
<tr>
<td>Total</td>
<td>1,544,699</td>
<td>172,668</td>
<td>(54,675)</td>
<td></td>
<td>1,662,692</td>
</tr>
</tbody>
</table>
### 16c/ 2020 Tangible capital assets amortization - opening and closing balances

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Opening</th>
<th>Amortization</th>
<th>Adjustments</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - wood</td>
<td>16,573</td>
<td>1,328</td>
<td></td>
<td>17,901</td>
</tr>
<tr>
<td>Site services</td>
<td>18,315</td>
<td>1,446</td>
<td></td>
<td>19,761</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>1,482</td>
<td>623</td>
<td></td>
<td>2,105</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>31,977</td>
<td>23,964</td>
<td>[21,197]</td>
<td>34,744</td>
</tr>
<tr>
<td>Equipment &amp; furnishings</td>
<td>62,260</td>
<td>17,464</td>
<td>[19,485]</td>
<td>60,239</td>
</tr>
<tr>
<td>Library books</td>
<td>46,457</td>
<td>9,418</td>
<td>[8,855]</td>
<td>47,020</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>424,738</td>
<td>76,270</td>
<td>[54,675]</td>
<td>446,333</td>
</tr>
</tbody>
</table>

### 16d/ 2019 Tangible capital asset cost - opening and closing balances

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Opening</th>
<th>Additions</th>
<th>Change in Assets Under Construction</th>
<th>Adjustments</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - concrete</td>
<td>905,872</td>
<td>105,299</td>
<td>43,631</td>
<td></td>
<td>1,054,802</td>
</tr>
<tr>
<td>Buildings - wood</td>
<td>37,615</td>
<td>2,490</td>
<td>[2,335]</td>
<td></td>
<td>37,770</td>
</tr>
<tr>
<td>Site services</td>
<td>59,463</td>
<td>9,606</td>
<td>439</td>
<td></td>
<td>69,508</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>3,586</td>
<td>1,273</td>
<td>[133]</td>
<td></td>
<td>4,726</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>44,293</td>
<td>20,756</td>
<td>1,868</td>
<td>[1,868]</td>
<td>63,181</td>
</tr>
<tr>
<td>Equipment &amp; furnishings</td>
<td>116,898</td>
<td>10,754</td>
<td>[1,059]</td>
<td>(11,621)</td>
<td>114,972</td>
</tr>
<tr>
<td>Library books</td>
<td>93,565</td>
<td>9,657</td>
<td>[9,599]</td>
<td></td>
<td>93,623</td>
</tr>
<tr>
<td>Land</td>
<td>33,080</td>
<td></td>
<td></td>
<td></td>
<td>33,080</td>
</tr>
<tr>
<td>Assets under construction</td>
<td>113,580</td>
<td>[40,543]</td>
<td></td>
<td></td>
<td>73,037</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,407,952</td>
<td>159,835</td>
<td>[23,088]</td>
<td></td>
<td>1,544,699</td>
</tr>
</tbody>
</table>

### 16e/ 2019 Tangible capital assets amortization - opening and closing balances

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Opening</th>
<th>Amortization</th>
<th>Disposals and Adjustments</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - concrete</td>
<td>228,818</td>
<td>18,856</td>
<td>247,674</td>
<td></td>
</tr>
<tr>
<td>Buildings - wood</td>
<td>15,332</td>
<td>1,296</td>
<td>16,573</td>
<td></td>
</tr>
<tr>
<td>Site services</td>
<td>17,019</td>
<td>1,296</td>
<td>18,315</td>
<td></td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>934</td>
<td>548</td>
<td>1,482</td>
<td></td>
</tr>
<tr>
<td>Computer equipment</td>
<td>15,256</td>
<td>18,589</td>
<td>31,977</td>
<td></td>
</tr>
<tr>
<td>Equipment &amp; furnishings</td>
<td>56,316</td>
<td>17,565</td>
<td>62,260</td>
<td></td>
</tr>
<tr>
<td>Library books</td>
<td>46,696</td>
<td>9,360</td>
<td>46,457</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>380,371</td>
<td>67,455</td>
<td>(23,088)</td>
<td>424,738</td>
</tr>
</tbody>
</table>

### 16f/ Assets under construction by asset class

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - concrete</td>
<td>81,974</td>
<td>60,544</td>
</tr>
<tr>
<td>Buildings - wood</td>
<td>3,105</td>
<td></td>
</tr>
<tr>
<td>Site services</td>
<td>5,838</td>
<td>4,040</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>6,772</td>
<td>4,243</td>
</tr>
<tr>
<td>Equipment &amp; furnishings</td>
<td>1,552</td>
<td>1,105</td>
</tr>
<tr>
<td><strong>Assets Under Construction</strong></td>
<td>96,136</td>
<td>73,037</td>
</tr>
</tbody>
</table>

The two largest concrete buildings under construction as at March 31, 2020 were the: SFU Residence Tower $37,145,000 and the Lorne Davies Stadium $7,471,000.
17. DEFERRED CAPITAL CONTRIBUTIONS

Accounting policy
Funding received or contributed for the acquisition of depreciable tangible capital assets is recorded as deferred capital contributions and is amortized to income at the same rate that the related tangible capital assets are amortized to expense. This is not consistent with the requirements of Canadian Public Sector Accounting Standards which require that government transfers be recognized when approved and eligibility criteria have been met, unless the transfer contains a stipulation that creates a liability, in which case the transfer is recognized over the period that the liability is extinguished. Note 17c quantifies the impact of this difference.

This accounting for deferred capital contributions is in compliance with the requirements of the Budget Transparency and Accountability Act of the Province of British Columbia and the Restricted Contribution Regulation 198/2011 issued pursuant to it.

As described in notes 2a and 2c(v), contributions restricted for capital purposes are deferred and amortized to revenue over the estimated life of the related assets.

17a/ Change in deferred capital contributions

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>578,590</td>
<td>540,347</td>
</tr>
<tr>
<td>Contributions in the year</td>
<td>60,949</td>
<td>72,322</td>
</tr>
<tr>
<td>Amortized to revenue</td>
<td>(40,227)</td>
<td>(34,079)</td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td><strong>599,312</strong></td>
<td><strong>578,590</strong></td>
</tr>
</tbody>
</table>

17b/ Source of deferred capital contributions, end of year

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of British Columbia</td>
<td>443,958</td>
<td>420,963</td>
</tr>
<tr>
<td>Government of Canada</td>
<td>95,372</td>
<td>104,312</td>
</tr>
<tr>
<td>Other</td>
<td>59,982</td>
<td>53,315</td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td><strong>599,312</strong></td>
<td><strong>578,590</strong></td>
</tr>
</tbody>
</table>

The impact of the difference between FRF and PSAS on the consolidated financial statements of the university would be as follows:

17c/ Difference between FRF and PSAS

<table>
<thead>
<tr>
<th></th>
<th>FRF</th>
<th>PSAS</th>
<th>FRF</th>
<th>PSAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020</td>
<td>2019</td>
<td>2020</td>
<td>2019</td>
</tr>
<tr>
<td><strong>Non-financial assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred capital contributions</td>
<td>599,312</td>
<td>578,590</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accumulated Surplus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>1,085,648</td>
<td>1,684,960</td>
<td>1,309,183</td>
<td>1,617,773</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>320,874</td>
<td>381,823</td>
<td>323,542</td>
<td>395,864</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>40,227</td>
<td>34,079</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Annual Operating Surplus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual operating surplus</td>
<td>61,895</td>
<td>82,617</td>
<td>73,287</td>
<td>111,530</td>
</tr>
</tbody>
</table>
## 18. NET ASSETS

### 18a/ Net assets

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally restricted for operating commitments</td>
<td>48,051</td>
<td>35,459</td>
</tr>
<tr>
<td>Departmental operating budget carryover</td>
<td>(27,000)</td>
<td>(28,000)</td>
</tr>
<tr>
<td>Internal advance for tangible capital assets</td>
<td>21,051</td>
<td>7,459</td>
</tr>
<tr>
<td>Internally funded research</td>
<td>30,073</td>
<td>24,060</td>
</tr>
<tr>
<td><strong>Net operating</strong></td>
<td>51,124</td>
<td>31,519</td>
</tr>
<tr>
<td>Ancillary operations</td>
<td>26,122</td>
<td>26,299</td>
</tr>
<tr>
<td>Specific purpose</td>
<td>24,038</td>
<td>22,635</td>
</tr>
<tr>
<td>Internally Restricted for Operating Commitments</td>
<td>101,284</td>
<td>80,453</td>
</tr>
<tr>
<td>Investment in tangible capital assets, before internal advance</td>
<td>542,906</td>
<td>521,445</td>
</tr>
<tr>
<td>Internal advance for tangible capital assets</td>
<td>27,000</td>
<td>28,000</td>
</tr>
<tr>
<td><strong>Investment in tangible capital assets</strong></td>
<td>569,906</td>
<td>549,445</td>
</tr>
<tr>
<td>Endowment (note 8a)</td>
<td>380,756</td>
<td>360,153</td>
</tr>
<tr>
<td>Accumulated Operating Surplus, End of Year</td>
<td>1,051,946</td>
<td>990,051</td>
</tr>
<tr>
<td>Accumulated remeasurement gains</td>
<td>33,702</td>
<td>49,132</td>
</tr>
<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>1,085,648</td>
<td>1,039,183</td>
</tr>
</tbody>
</table>

### 18b/ Change in endowment

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>360,153</td>
<td>336,711</td>
</tr>
<tr>
<td>Net restricted endowment contributions in the year (note 22)</td>
<td>20,603</td>
<td>23,442</td>
</tr>
<tr>
<td><strong>Balance, End of Year</strong></td>
<td>380,756</td>
<td>360,153</td>
</tr>
</tbody>
</table>

### 18c/ Change in accumulated operating surplus

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Internally Restricted for Operating Commitments</th>
<th>Investment in Tangible Capital</th>
<th>Restricted for Endowment Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated Surplus, beginning of year</td>
<td>80,453</td>
<td>549,445</td>
<td>360,153</td>
</tr>
<tr>
<td>Annual surplus</td>
<td>61,895</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in investment in tangible capital assets</td>
<td>(20,461)</td>
<td>20,461</td>
<td></td>
</tr>
<tr>
<td>Net restricted endowment contributions (note 22)</td>
<td>(20,603)</td>
<td></td>
<td>20,603</td>
</tr>
<tr>
<td><strong>Accumulated Operating Surplus, End of Year</strong></td>
<td>101,284</td>
<td>569,096</td>
<td>380,756</td>
</tr>
</tbody>
</table>

Investment in tangible capital assets is comprised of:

- Tangible capital assets | 1,216,359 |
- Sinking fund investment | 3,567 |
- Long-term debt | (148,533) |
- Deferred capital contributions | (599,312) |
- Other net assets invested in capital | 85,182 |
- Investment in GNWCT | 12,643 |

**Investment in Tangible Capital Assets** | 569,906 |
## 19. GOVERNMENT GRANTS AND CONTRACT REVENUE

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Budget</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Province of British Columbia</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td></td>
<td>245,378</td>
<td>232,440</td>
</tr>
<tr>
<td>Sponsored research</td>
<td></td>
<td>1,512</td>
<td>1,717</td>
</tr>
<tr>
<td>Specific purpose</td>
<td></td>
<td>12,083</td>
<td>9,051</td>
</tr>
<tr>
<td>Minor maintenance and rehabilitation</td>
<td>980</td>
<td>980</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>254,745</td>
<td>259,953</td>
</tr>
<tr>
<td><strong>Government of Canada</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td></td>
<td>8,694</td>
<td>8,757</td>
</tr>
<tr>
<td>Sponsored research</td>
<td></td>
<td>52,112</td>
<td>64,026</td>
</tr>
<tr>
<td>Specific purpose</td>
<td></td>
<td>8,368</td>
<td>8,311</td>
</tr>
<tr>
<td>Tangible capital assets</td>
<td>970</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net deferred sponsored research</td>
<td>(14,101)</td>
<td>(3,974)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>66,657</td>
<td>56,043</td>
</tr>
<tr>
<td><strong>Other governments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating</td>
<td></td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Sponsored research</td>
<td></td>
<td>4,260</td>
<td>1,473</td>
</tr>
<tr>
<td>Specific purpose</td>
<td></td>
<td>616</td>
<td>736</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2,277</td>
<td>4,878</td>
</tr>
<tr>
<td><strong>Government Grants and Contract Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>323,679</td>
<td>320,874</td>
</tr>
</tbody>
</table>

## 20. INVESTMENT INCOME

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Operating</th>
<th>Endowment</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest and dividend income</td>
<td>9,006</td>
<td>9,006</td>
<td>7,504</td>
<td></td>
</tr>
<tr>
<td>Realized gains transferred from Consolidated Statement of Remeasurement Gains and Losses</td>
<td>5,807</td>
<td>5,807</td>
<td>3,255</td>
<td></td>
</tr>
<tr>
<td>Income from deferred contributions (note 14a)</td>
<td>14,881</td>
<td>14,881</td>
<td>17,258</td>
<td></td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>14,813</td>
<td>14,881</td>
<td>29,694</td>
<td>28,017</td>
</tr>
</tbody>
</table>
### 21. EXPENSE BY OBJECT

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Budget</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td></td>
<td>400,169</td>
<td>413,651</td>
</tr>
<tr>
<td>Employee benefits</td>
<td></td>
<td>73,251</td>
<td>69,646</td>
</tr>
<tr>
<td>Supplies and operating</td>
<td></td>
<td>78,003</td>
<td>70,093</td>
</tr>
<tr>
<td>Amortization of tangible capital assets (note 16c)</td>
<td></td>
<td>72,142</td>
<td>76,270</td>
</tr>
<tr>
<td>Professional and contracted services</td>
<td></td>
<td>41,311</td>
<td>49,858</td>
</tr>
<tr>
<td>Scholarships and bursaries</td>
<td></td>
<td>38,261</td>
<td>42,026</td>
</tr>
<tr>
<td>Travel and personnel</td>
<td></td>
<td>19,788</td>
<td>18,543</td>
</tr>
<tr>
<td>Cost of goods sold</td>
<td></td>
<td>6,276</td>
<td>4,813</td>
</tr>
<tr>
<td>Interest on long-term debt</td>
<td></td>
<td>9,105</td>
<td>9,157</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td>10,845</td>
<td>11,647</td>
</tr>
<tr>
<td><strong>Expense</strong></td>
<td></td>
<td>749,151</td>
<td>765,704</td>
</tr>
</tbody>
</table>

### 22. NET RESTRICTED ENDOWMENT CONTRIBUTIONS

Endowment consists of restricted donations to the university. The investment income generated from endowments must be used in accordance with purposes established by donors. Donors, as well as university policy, stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and endowing a portion of investment income in order to maintain purchasing power.

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td>8,065</td>
<td>7,518</td>
</tr>
<tr>
<td>Capitalized investment income (note 14a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment principal addition</td>
<td>3,463</td>
<td>4,052</td>
</tr>
<tr>
<td>Preserve purchasing power</td>
<td>8,423</td>
<td>11,325</td>
</tr>
<tr>
<td>Equity gain for the year from SFU Community Trust (note 15b)</td>
<td>652</td>
<td>547</td>
</tr>
<tr>
<td><strong>Net Restricted Endowment Contributions in the Year (note 18b)</strong></td>
<td>20,603</td>
<td>23,442</td>
</tr>
</tbody>
</table>

### 23. PLEDGES

**Accounting policy**

Pledges from donors (cash donations and gifts-in-kind) are not recognized as revenue in the consolidated financial statements until the donations are received since their collection cannot be reasonably assured until that time.

Pledges for future years include cash donations of $39,426,000 (2019: $35,225,000) and estimated gifts-in-kind of $nil (2019: $2,030,000).
24. CONTINGENT LIABILITIES

From time to time, the university is involved in litigation or proceedings relating to claims arising out of its operations in the ordinary course of business. It is expected that the ultimate outcome of these claims will not have a material effect on the financial position of the university. The majority of these claims are covered by the university’s insurance coverage. Any university payouts that may result from these claims will be recorded in the period when it becomes likely and determinable.

The university is a member in a self-insurance cooperative, in association with other Canadian universities, to provide property and general liability insurance coverage. Under the Canadian Universities Reciprocal Insurance Exchange (CURIE), the university is required to share in any net losses experienced by CURIE beyond the reserves that CURIE has accumulated from member premiums. Members of CURIE have exposure to retroactive premium assessments should the premiums be insufficient to cover losses and expenses. No provision has been made for this potential liability. The university is committed to this insurance arrangement until December 31, 2022.

At March 31, 2020 the university is liable for Letters of Credit in the amount of $129,266,000 (2019: $121,533,000) which includes Letters of Credit related to pensions and development arrangements.

25. LIABILITY FOR CONTAMINATED SITES

**Accounting policy**

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met:

(i) an environmental standard exists;
(ii) contamination exceeds the environmental standard;
(iii) the university is directly responsible or accepts responsibility; and
(iv) a reasonable estimate of the amount can be made.

The university recognized and estimated a liability of $3,675,000 (2019: $3,675,000) for the remediation of a contaminated site resulting from salt leaking from a salt shed into nearby groundwater and surface water. The estimated total future expenditures are $3,675,000. The balance is recorded in accounts payable and accrued liabilities. No additional sites were identified in the year.

26. ASSET RETIREMENT OBLIGATIONS

**Accounting policy**

Liabilities are recognized for statutory, contractual or legal obligations, associated with the retirement of property, plant and equipment when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of the discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included in interest expense as part of determining the results of operations.

The university presently is unable to estimate future obligations related to the removal and disposal of asbestos which is believed to be prevalent throughout University owned buildings built prior to the mid 1980s. At present such estimates can only be provided for buildings that are in the process of being decommissioned. Over the period to the required implementation in 2022 of a new PSAS standard PS3280 Asset Retirement Obligations the university will be working towards establishing reliable estimates in respect of asbestos removal and disposal throughout all relevant university buildings.
27. CONTRACTUAL OBLIGATIONS

The university has entered into multi-year contracts for property leases and the delivery of services. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure in the table below relates to the unperformed portion of the contracts.

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>Thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-term lease</td>
<td>5,096</td>
<td>4,808</td>
<td>4,849</td>
<td>4,642</td>
<td>4,358</td>
<td>10,515</td>
</tr>
<tr>
<td>Service contracts</td>
<td>7,717</td>
<td>7,811</td>
<td>527</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction contracts</td>
<td>78,744</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91,557</td>
<td>12,619</td>
<td>5,376</td>
<td>4,642</td>
<td>4,358</td>
<td>10,515</td>
</tr>
</tbody>
</table>

28. FINANCIAL REPORTING FRAMEWORK BUDGET

Accounting policy

Budget figures have been provided for comparative purposes and were developed and approved in three phases:

(a) the Consolidated Budget for 2019/20, approved by the Board of Governors on March 21, 2019;
(b) the 2019/20 Carry Forward Plans approved by the Board of Governors on May 22, 2019;
(c) other adjustments and re-classifications with the revised 2019/20 Consolidated Budget approved by the Board of Governors on March 19, 2020.

Financial reporting framework budget

<table>
<thead>
<tr>
<th>Dollars in Thousands</th>
<th>Initial Consolidated Budget (a)</th>
<th>Carry Forward Spend Plan (b)</th>
<th>Adjustments to Consolidated Budget (b &amp; c)</th>
<th>Consolidated Final FRF Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>769,958</td>
<td></td>
<td>15,500</td>
<td>785,458</td>
</tr>
<tr>
<td>Expense</td>
<td>748,371</td>
<td>780</td>
<td>15,500</td>
<td>749,151</td>
</tr>
<tr>
<td>Annual operating surplus before restricted contributions</td>
<td>21,587</td>
<td>(780)</td>
<td>15,500</td>
<td>36,307</td>
</tr>
<tr>
<td>Net restricted endowment contributions</td>
<td>20,090</td>
<td></td>
<td></td>
<td>20,090</td>
</tr>
<tr>
<td>Annual Operating Surplus</td>
<td>41,677</td>
<td>[780]</td>
<td>15,500</td>
<td>56,397</td>
</tr>
</tbody>
</table>

29. COMPARATIVE AMOUNTS

Certain amounts on the consolidated financial statements for the year ended March 31, 2019 have been restated in order to conform to the presentation adopted in the current year.

30. SUBSEQUENT EVENTS

Subsequent to March 31, 2020, the outbreak of COVID-19 and related global responses continue to cause material disruptions to businesses around the world, leading to an economic slowdown.

Global equity markets have experienced significant volatility and weakness which impact the financial performance of the University's investments and the investments within the University's pension plans.

Consequences of government imposed quarantines, combined with border closures and limitations in the University's ability to deliver classes could impact demand for post secondary education.

While governments and central banks have reacted with monetary and other interventions designed to stabilize economic conditions and limit the spread of COVID-19, the duration and extent of the impact of the outbreak remains unclear at this time. If the financial markets and / or the overall economy are impacted for an extended period, the University’s future financial results may be materially adversely affected.
BOARD OF GOVERNORS

Professor Andrew Petter  
(President and Vice-Chancellor)

Mr. Mike Cordoba

Ms. Anne Giardini, O.C., O.B.C., Q.C.  
(Chancellor)

Mr. James Stewart

Dr. Anke Kessler

Ms. Denise Williams

Dr. Mary-Catherine Kropinski

Mr. Mike Lombardi

Mr. Christopher Lewis  
(Board Chair)

Ms. Sarah Lord Ferguson

Ms. Angie Hall

Ms. Paula Martin

Mr. Martin Mroz

Ms. Joan Young
MEMORANDUM

ATTENTION: Senate

DATE: August 24, 2020

PAGES: 1 of 1

FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic

On behalf of Jon Driver, Vice-President, Academic and Provost pro tem, and Chair, SCUP

RE: Beedie School of Business: Full program proposals for Indigenous Business Leadership Programs (SCUP 20-31, SCUP 20-32, SCUP 20-33)

At its July 15th, 2020 meeting, SCUP reviewed and approved full program proposals for a suite of Indigenous Business Leadership programs in the Beedie School of Business.

Motion 1:
That Senate approve and recommend to the Board of Governors the full program proposal for a Graduate Diploma in Business Administration in Indigenous Business Leadership within the Beedie School of Business, effective Fall 2021.

Motion 2:
That Senate approve and recommend to the Board of Governors the full program proposal for a Certificate in Business Administration in Indigenous Business Leadership within the Beedie School of Business, effective Fall 2021.

Motion 3:
That Senate approve and recommend to the Board of Governors the full program proposal for an Indigenous Business Leadership Executive Master of Business Administration within the Beedie School of Business, effective Fall 2021.

For Information:
Included with the full program proposal and approved by SCUP subject to approval by Senate:

1. New calendar entry: Graduate Diploma in Business Administration in Indigenous Business Leadership

2. New courses:
   - BUS 608 – Indigenous Business Leadership and Organization
   - BUS 614 – Entrepreneurship and Innovation in Indigenous Communities
   - BUS 622 – Fundamentals of Project Management in Indigenous Organizations
   - BUS 626 – Financial and Managerial Accounting for Indigenous Leaders
   - BUS 630 – Data and Decision Making for Indigenous Businesses
   - BUS 657 – Marketing Strategies for Indigenous Leadership
Included with the full program proposal and approved by SCUP subject to approval by Senate:

1. New calendar entry: Certificate in Business Administration in Indigenous Business Leadership
2. New courses:
   - BUS 608 Indigenous Business Leadership and Organization
   - BUS 614 Entrepreneurship and Innovation in Indigenous Communities
   - BUS 622 Fundamentals of Project Management in Indigenous Organizations

Included with the full program proposal and approved by SCUP subject to approval by Senate:

1. New calendar entry: Indigenous Business Leadership Executive Master of Business Administration
2. New courses:
   - BUS 608 Indigenous Business Leadership and Organization
   - BUS 614 Entrepreneurship and Innovation in Indigenous Communities
   - BUS 622 Fundamentals of Project Management in Indigenous Organizations
   - BUS 626 Financial and Managerial Accounting for Indigenous Leaders
   - BUS 630 Data and Decision Making for Indigenous Businesses
   - BUS 657 Marketing Strategies for Indigenous Leadership
   - BUS 665 Indigenous Policy and Governance
   - BUS 668 Financial Management for Indigenous Leadership
   - BUS 672 Special Topics
   - BUS 679 Business Strategy for Indigenous Leaders
   - BUS 683 Negotiations for Indigenous Leaders
   - BUS 687 Applied Project Preparation
   - BUS 692 Indigenous Sustainability
   - BUS 697 Applied Project

C: R. Reimer
Memo

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: New Program Proposal
Date: August 18, 2020

This memo outlines the need for a new certificate, a diploma and an EMBA within SFU Beedie School of Business.

The attached proposal introduces a new graduate certificate, a graduate diploma and an MBA; three tiers that ladder into each other and ultimately into the Indigenous Business Leadership Executive MBA program (IBL EMBA). These new programs fully align with the Truth and Reconciliation Commission of Canada which calls on educators and institutions to recognize and address the unique education needs and aspirations of Indigenous peoples.

The IBL EMBA provides higher education opportunities for leaders whose communities have been significantly impacted by history and foreign governments and agencies with no, or little respect and understanding of Indigenous peoples, controlling their lives. These three tiers leverages the Beedie School of Business faculty and curriculum to provide students with the tools and techniques to become more effective change makers and leaders in their quest to develop thriving sustainable economic hubs and to establish business partnerships within their individual Nations and communities. There is no comparable program anywhere else in North America.

The main goal of both the IBL GCBA and the IBL GDBA is to provide a pathway into the IBL EMBA program and an opportunity for Indigenous students who have been out of school for several years to demonstrate their readiness for further studies at the graduate level. It provides a foundation for business leadership and introduces business concepts and practices while reflecting on traditional trade practices. For those students who may need to put their MBA goals on hold, either temporarily or permanently, both the graduate certificate and the graduate diploma offers an exit. Both programs are aligned with the IBL EMBA schedule and provides flexibility for those who re-enter the program at a later date.

The IBL EMBA program has operated under the EMBA calendar structure since 2012. This greatly limited the management and growth of the program and impacted the implementation of innovative models of teaching. It also meant that some topics were not sufficiently addressed or integrated such as the impact of federal government policies on economic development. This arrangement meant that the most basic of graduate program management was impacted, from being able to change the dates of course offerings to incorporating new course titles.

The IBL EMBA needs to be recognized as its own unique program. This new program will result in improved program planning, strengthening synergies between the academic community and the Indigenous community, and the flexibility to respond to the changing environment as well as the varying
needs of First Nation communities across Canada. The strength of the new program is the ability to incorporate Indigenous worldviews, and culture, protocols and resources developed with Indigenous scholars, faculty and knowledge keepers. It provides a model which supports the processes of social, economic and political transformation, by giving valuation and appropriation of the legacies that the Indigenous population has and continues to contribute to society. The key in this new program is the recognition and valuation of Indigenous cultural practices, their inter-connection with and respect to the land and the pedagogical approach of using real-world examples within the learning environment.

Thank you for your attention herein. Should you have any questions or concerns, please do not hesitate to contact me.

Dr. Andrew Gemino
Professor, Management Information Systems
Associate Dean, Graduate Programs, Beedie School of Business
Indigenous Business Leadership
Graduate Diploma in Business Administration
IBL GDBA

New Program Proposal

August 18, 2020
SFU Beedie School of Business

SFU respectfully acknowledges
the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səl̓ilwətaʔɬ (Tsleil-Waututh),
kʷikʷəƛ̓əm (Kwikwetlem), Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen peoples
on whose traditional territories our three campuses reside.
SUMMARY

Executive summary
In 2018, SFU’s Beedie School of Business celebrated the 50th anniversary of the school’s Executive MBA (EMBA) program. Hundreds of alumni from throughout the program’s history spanning five decades gathered for this milestone celebration. Noticeable amongst the lists of thousands and thousands of alumni, faculty and staff, was that the names of Indigenous people barely existed. In fact, it wasn’t until 2015 that this changed when a hereditary Squamish Chief, a Mohawk lawyer, a Stó:lō politician, a Kwak waka’ wakw consultant and a Cowichan internet business owner were amongst the graduating class. This was followed by several other firsts for Beedie School of Business. In 2017 the school hired its first Indigenous program director. In 2018 the first Indigenous faculty member was hired.

In 2012 the SFU Beedie School of Business had recognized that the intersection of industry and Indigenous economic interests could no longer be ignored. The school began reaching out to the Indigenous community and started introducing business courses which reflected Indigenous interests, history and protocols. The desire for Indigenous programming at the graduate level was popular. At the moment the school has a robust list of students from as far away as New Brunswick for 2020. A wait list for 2021 has also been started. As a result of steady growth and interest, the Beedie School of Business is applying to the Ministry of Education for the IBL EMBA to be endorsed as a graduate program within the school.

This new program, the Indigenous Business Leadership Executive MBA, reflects and addresses the economic needs and aspirations of Indigenous organizations across Canada. It is a direct response to the Truth and Reconciliation Commission’s recommendations specific to post-secondary education and it reflects SFU’s reconciliation initiatives. It will draw on the world views and the wealth of experience of Indigenous managers and leaders from across Canada while offering the core concepts and knowledge covered in most MBA programs. It recognizes and incorporates protocols, culture, history and traditional knowledge unique to Indigenous peoples. The program integrates the desires of the Indigenous business students and leadership for pertinent case studies, Indigenous-led research, indigenized resources and materials and an increase of Indigenous educators within the classroom. This program will have the distinction of being the only graduate business program of its kind in North America.

This proposal provides details specific to the Indigenous Business Leadership Graduate Diploma in Business Administration, one component of the IBL EMBA program.

This proposal provides details on the IBL GDBA.

PART A

Proposed credential to be awarded
Graduate Diploma in Business Administration

Location of program
Beedie School of Business
Segal Graduate School of Business
500 Granville Street
Vancouver, British Columbia V6C 1W6

Academic unit(s) offering proposed program
Indigenous Business Programs at the Beedie School of Business
Anticipated program start date
Fall Term, 2021

Anticipated completion time
Spring Term, 2022

Summary of proposed program

a) Aims, goals/objectives of the proposed program
The IBL GDBA program aims to provide the foundation and enhance the core business skills to Indigenous entrepreneurs, managers and professionals. Students will be required to complete a minimum of 24 units over two terms. The courses aim to combine Indigenous worldviews with business management, theory, current application and best practices.

The main goal of the IBL GDBA is to provide a pathway into our IBL EMBA program. While it offers flexibility for applicants to ladder into the program, it also offers an opportunity for students to demonstrate their readiness for further studies at the MBA level. For those students who may decide to put their MBA goals on hold, either temporarily or permanently, this graduate diploma offers an exit. The program is aligned with the IBL EMBA course schedule.

b) Anticipated contribution of the proposed program to the mandate and strategic plan of the institution
The program contributes to both the mandate and the strategic plan of SFU. It reflects the three core themes and supports the current academic and strategic plan of the institution by:

Engaging students:
• Engaging and supporting Indigenous students by: providing a culturally safe, welcoming and inspiring learning environment; acknowledging and addressing barriers to success; and, incorporating and applying Indigenous resources and support throughout all phases of their university experience – from application through to graduation.
• Developing a practical and interactive globally recognized graduate business program to empower the next generation of Indigenous business leaders to strive for excellence and to embrace change with innovative and creative responses.
• Acknowledging and welcoming the world views, values, teachings, principles and practices of Indigenous students.
• Providing a learning experience for students that inspires them to lead with confidence to conduct business across cultures, governments and industries.
• Supporting alumni and establishing a lifelong relationship between Indigenous graduates and the university.

Engaging research:
• The program will integrate cutting edge research on topics and issues pertinent to the Indigenous community which benefits the SFU learning environment for all students.
• Increasing awareness and appreciation of the comparative socio-economic environments of Indigenous communities through research.
• Addressing topics and research needs that are of interest and importance to the Indigenous business community and which promotes protocols and acknowledges Indigenous knowledge.
Engaging communities:
• The program will encourage and support far-reaching community-based partnerships and initiatives.
• The program will work within the parameters of SFU's broader initiatives towards redressing the legacy of residential schools and advancing reconciliation.
• Expand nationally to be inclusive of Indigenous ownership and management of businesses, organizations and communities across Canada.
• The program will provide opportunities for Indigenous communities to share their expertise and emerge as intellectual leaders on topics related to global business and economic issues.

c) Potential areas/sectors of employment for graduates and/or opportunities for further study
Graduates of the program will have the opportunity to work in a variety of areas/sectors in which business skills and knowledge are essential including small businesses, Indigenous-owned companies and non-profit organizations. They also will have the skills to start or expand their own ventures both within or outside their traditional territories either as a sole proprietorship or with a partner. IBL GDBA graduates can apply to continue their studies towards an MBA in the IBL EMBA program.

d) Delivery methods
The over-all delivery method for the program is a cohort study model. The benefits are many: the cohort program reflects the building and sustaining of community amongst the students many of whom come from small, isolated communities across Canada. It fosters creative and analytic thinking, enhances leadership skills and promotes learning from each another’s backgrounds and experiences.

The program includes a combination of intense on-campus classes, self-study with comprehensive materials and group projects. Study groups and project teams are an important aspect of the learning experience. The schedule has been designed to accommodate working professionals with full-time work commitments. Classes are held over an average of three weeks per term at the Beedie School of Business in downtown Vancouver.

The average class time per term is approximately 100 hours. Classes will be held from 9:00 to 5:00 but, on occasion, may extend into the evenings or on weekends. Extra study space is available to support group work sessions outside of the class. The learning environment is respectful and reciprocal. Students and instructors exchange knowledge, share stories and learn from each other.

e) Related programs in the institution or other British Columbia post-secondary institutions
The proposed Graduate Diploma in Business Administration in Indigenous Business Leadership is unique. While several B.C. post-secondary institutions offer Indigenous management and leadership courses, they mainly lead to stand-alone certificates. There are no graduate diploma programs that focus on economic reconciliation or ladder into an MBA program on Indigenous business leadership in any other B.C. post-secondary institution.
PROGRAM DETAILS

PART B

a) Graduation requirement, Target audience
The graduation requirement is the completion of 24 units from the following:

- BUS 604 – Orientation (0.0)
- BUS 608 – Indigenous Business Leadership and Organization (4.0)
- BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)
- BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)
- BUS 626 – Financial and Managerial Accounting for Indigenous Leaders (4.0)
- BUS 630 – Data and Decision Making for Indigenous Businesses (4.0)
- BUS 657 – Marketing Strategies for Indigenous Leadership (4.0)

Specific topic courses may be substituted at the discretion of the academic director.

The target audience for this program is applicants with extensive management and leadership experience with Indigenous businesses, organizations and/or community governments.

b) Admission requirements
Applicants must satisfy the University admission requirements as stated in the Graduate General Regulation 1.3 in the SFU Calendar: http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html
- Business Experience: Minimum of ten years of work experience, with at least four of those years in a managerial or professional position.
- Academic Achievements: An undergrad degree in any discipline. A two-year diploma and outstanding grades will be considered.
- Candidates must be computer literate and familiar with the internet. The program requires a strong command of English language.

c) Evidence of student interest and labor market demand
Student interest in Indigenous business programming continues to rise and to spread across Canada.
The recruitment team has received over 75 enquiries from as far away as New Brunswick as to dates and availability of future Indigenous courses. Almost 60% are from BC while the remaining are from Alberta, Ontario, and the Yukon. Approximately 96% of the prospective applicants are Indigenous and over 60% are women. Last year there were two enquiries from the United States.

With over 600 Indigenous communities and thousands of Indigenous business organizations and business ventures across and, according to the 2016 Census, 1,673,785 Indigenous people in Canada the future potential and demand for the program is positive.

The program fills the primary labor market need for Indigenous people at the middle to senior management level. Graduates have increased opportunities for newly created management and leadership positions with Indigenous communities, small business, the federal and provincial governments, industry or organizations.

d) **Eligibility for scholarships, awards, and financial aid**

Students may be eligible for Beedie School entrance scholarships as well as some SFU grants to cover travel, conferences and research.

**RESOURCES**

a) **Enrollment plan**

Anticipated enrollment for Fall 2021 ranges from a minimum of 25 students to a maximum of 35 students. This will increase by 10% per year to a maximum of 41 new students per cohort by year three. The following schedule is a summary of the projected full-time student enrollment and the anticipated GDBA credentials to be awarded over the next three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Anticipated Full-Time Enrollment</th>
<th>Number of GDBA's Awarded</th>
<th>Minimum Viable Enrollment</th>
<th>Number of GDBA’s Awarded</th>
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<tr>
<td>1 Sept 2021 – Apr 2022</td>
<td>35</td>
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<tr>
<td>2 Sept 2022 – Apr 2023</td>
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<td>1</td>
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<tr>
<td>3 Sept 2023 – Apr 2024</td>
<td>41</td>
<td>1</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

b) **Resources required and/or available to implement the program (financial and personnel) including any new faculty appointments**

**Available resources**

Existing resources at Beedie School will be utilized including classrooms, study areas and student facilities. The SFU Canvas network will be the platform for faculty, students and program staff. Because most IBL students are from outside of the Lower Mainland the in-house resources will be used minimally (three weeks per term). Administrative support will include a full-time Director, Manager and Coordinator.

**Resources required**

Additional resources will be required to Indigenize curricula, program cultural support and enhancement (i.e. knowledge keepers, ceremony), visiting Indigenous instructors and guests, culturally appropriate resources and materials, development of Indigenous case studies and documentation of traditional leadership and economic practices.

c) **Faculty member’s teaching/supervision**

Indigenous business courses are instructed primarily by SFU faculty members and adjunct
instructors. Currently the faculty includes one Indigenous instructor: Dr. Dara Kelly, Stó:lō; and, visiting professor, Dr. John Borrows, Anishinaabe. It is timely to invest in a complement of Indigenous instructors. An Indigenous faculty will add credibility and depth to the classroom and will be essential to the on-going success of the program. A roster of Indigenous instructors is being compiled.

d) Proposed tuition and other Program fees including a justification

- The tuition for this program is to be charged on a per term basis.
- The expected enrollment for 2021 is between 25 to 35 students.
- The minimum enrolment required to run the program is 20 students.
- The total tuition is approximately $56,766.43 per student.
- Term total is $11,353.29.
- The tuition includes all standard course costs similar to the regular SFU EMBA program.
- An additional cost of $2,000 – $4,000 may be charged for study tours.
## PART C
### APPENDICES

<table>
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<th>Calendar Entry</th>
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Description of Program
The IBL GDBA, a component of the new Indigenous Business Leadership Executive MBA program, aims to prepare and empower experienced Indigenous leaders, professionals and managers to meet the challenges and pace of today’s changing global business environment. The program includes the core concepts and knowledge covered in most MBA programs while recognizing and incorporating Indigenous worldviews, traditional knowledge, cultural protocols and history throughout the curricula.

Program Requirements
Applicants must satisfy the University admission requirements as stated in the Graduate General Regulation 1.3 in the SFU Calendar. An undergraduate degree in business, management, commerce, marketing or entrepreneurship and a minimum of ten years of applicable work experience is ideal. A two-year diploma with outstanding grades as well as extensive work experience in the Indigenous community in a managerial or professional position will be taken into consideration. There is no direct entry into the program. **Students must maintain a minimum average grade of 2.5 GPA.**

Program Requirements
The program consists of course work for a minimum of 24 graduate units. Specific topic courses may be substituted at the discretion of the academic director.

**Students must complete all of the following:**

- BUS 604 – Orientation (0.0)
- BUS 608 – Indigenous Business Leadership and Organization (4.0)
- BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)
- BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)
- BUS 626 – Financial and Managerial Accounting for Indigenous Leaders (4.0)
- BUS 630 – Data and Decision Making for Indigenous Businesses (4.0)
- BUS 657 – Marketing Strategies for Indigenous Leadership (4.0)

Program Length
Students are expected to complete the program requirements within two terms.

Academic requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Indigenous Business Leadership
Graduate Certificate in Business Administration
IBL CBA

New Program Proposal

August 18, 2020
SFU Beedie School of Business

SFU respectfully acknowledges the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səl̓ilwətaɁɬ (Tsleil-Waututh), kʷikʷəƛ̓əm (Kwikwetlem), Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen peoples on whose traditional territories our three campuses reside.
SUMMARY

Executive summary

In 2018, SFU’s Beedie School of Business celebrated the 50th anniversary of the school’s Executive MBA (EMBA) program. Hundreds of alumni from throughout the program’s history spanning five decades gathered for this milestone celebration. Noticeable amongst the lists of thousands and thousands of alumni, faculty and staff, was that the names of Indigenous people barely existed. In fact, it wasn’t until 2015 that this changed when a hereditary Squamish Chief, a Mohawk lawyer, a Stó:lō politician, a Kwak waka’ wakw consultant and a Cowichan internet business owner were amongst the graduating class. This was followed by several other firsts for Beedie School of Business. In 2017 the school hired its first Indigenous program director. In 2018 the first Indigenous faculty member was hired.

In 2012 the SFU Beedie School of Business had recognized that the intersection of industry and Indigenous economic interests could no longer be ignored. The school began reaching out to the Indigenous community and started introducing business courses which reflected Indigenous interests, history and protocols. The desire for Indigenous programming at the graduate level was popular. At the moment the school has a robust list of students from as far away as New Brunswick for 2020. A wait list for 2021 has also been started. As a result of steady growth and interest, the Beedie School of Business is applying to the Ministry of Education for the IBL EMBA to be endorsed as a graduate program within the school.

This new program, the Indigenous Business Leadership Executive MBA, reflects and addresses the economic needs and aspirations of Indigenous organizations across Canada. It is a direct response to the Truth and Reconciliation Commission’s recommendations specific to post-secondary education and it reflects SFU’s reconciliation initiatives. It will draw on the world views and the wealth of experience of Indigenous managers and leaders from across Canada while offering the core concepts and knowledge covered in most MBA programs. It recognizes and incorporates protocols, culture, history and traditional knowledge unique to Indigenous peoples. The program integrates the desires of the Indigenous business students and leadership for pertinent case studies, Indigenous-led research, indigenized resources and materials and an increase of Indigenous educators within the classroom. This program will have the distinction of being the only graduate business program of its kind in North America.

This proposal provides details specific to the Indigenous Business Leadership Graduate Certificate in Business Administration, one component of the IBL EMBA program.

PART A

Proposed credential to be awarded
Graduate Certificate in Business Administration

Location of program
Beedie School of Business
Segal Graduate School of Business
500 Granville Street
Vancouver, British Columbia V6C 1W6

Academic unit(s) offering proposed program
Indigenous Business Programs at the Beedie School of Business
Anticipated program start date
Fall Term, 2021

Anticipated completion time
Fall Term, 2021

Summary of proposed program

a) Aims, goals/objectives of the proposed program

The IBL CBA program aims to provide the foundation and enhance the core business skills to Indigenous entrepreneurs, managers and professionals. Students will be required to complete a minimum of 12 units over one term. The courses aim to combine Indigenous worldviews with business management, theory, current application and best practices.

The main goal of the IBL CBA is to provide a pathway into the IBL EMBA program and an opportunity for students to demonstrate their readiness for further studies at the MBA level. For those students who may decide to put their MBA goals on hold, either temporarily or permanently, this graduate certificate offers an exit. The program is aligned with the IBL EMBA schedule.

b) Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

The program contributes to both the mandate and the strategic plan of SFU. It reflects the three core themes and supports the current academic and strategic plan of the institution by:

Engaging students:
- Engaging and supporting Indigenous students by: providing a culturally safe, welcoming and inspiring learning environment; acknowledging and addressing barriers to success; and, incorporating and applying Indigenous resources and support throughout all phases of their university experience – from application through to graduation.
- Developing a practical and interactive globally recognized graduate business program to empower the next generation of Indigenous business leaders to strive for excellence and to embrace change with innovative and creative responses.
- Acknowledging and welcoming the world views, values, teachings, principles and practices of Indigenous students.
- Providing a learning experience for students that inspires them to lead with confidence to conduct business across cultures, governments and industries.
- Supporting alumni and establishing a lifelong relationship between Indigenous graduates and the university.

Engaging research:
- The program will integrate cutting edge research on topics and issues pertinent to the Indigenous community which benefits the SFU learning environment for all students.
- Increasing awareness and appreciation of the comparative socio-economic environments of Indigenous communities through research.
- Addressing topics and research needs that are of interest and importance to the Indigenous business community and which promotes protocols and acknowledges Indigenous knowledge.
Engaging communities:
- The program will encourage and support far-reaching community-based partnerships and initiatives.
- The program will work within the parameters of SFU's broader initiatives towards redressing the legacy of residential schools and advancing reconciliation.
- Expand nationally to be inclusive of Indigenous ownership and management of businesses, organizations and communities across Canada.
- The program will provide opportunities for Indigenous communities to share their expertise and emerge as intellectual leaders on topics related to global business and economic issues.

c) Potential areas/sectors of employment for graduates and/or opportunities for further study
Graduates of the program will have the opportunity to work in a variety of areas/sectors in which business skills and knowledge are essential including small businesses, Indigenous-owned companies and non-profit organizations. They also will have the skills to start or expand their own ventures both within or outside their traditional territories either as a sole proprietorship or with a partner. IBL CBA graduates can apply to continue their studies towards a GDBA and/or MBA in the IBL EMBA program.

d) Delivery methods
The over-all delivery method for the program is a cohort study model. The benefits are many: the cohort program reflects the building and sustaining of community amongst the students many of whom come from small, isolated communities across Canada. It fosters creative and analytic thinking, enhances leadership skills and promotes learning from each another’s backgrounds and experiences.

The program includes a combination of intense on-campus classes, self-study with comprehensive materials and group projects. Study groups and project teams are an important aspect of the learning experience. The schedule has been designed to accommodate working professionals with full-time work commitments. Classes are held over an average of three weeks per term at the Beedie School of Business in downtown Vancouver.

The average class time per term is approximately 100 hours. Classes will be held from 9:00 to 5:00 but, on occasion, may extend into the evenings or on weekends. Extra study space is available to support group work sessions outside of the class. The learning environment is respectful and reciprocal. Students and instructors exchange knowledge, share stories and learn from each other.

e) Related programs in the institution or other British Columbia post-secondary institutions
The proposed Graduate Certificate in Business Administration in Indigenous Business Leadership is unique. While several B.C. post-secondary institutions offer Indigenous management and leadership courses, they mainly lead to stand-alone graduate certificates. There are no graduate certificate programs that focus on economic reconciliation or ladder into an MBA on Indigenous business leadership in any other B.C. post-secondary institution.
### PROGRAM DETAILS

#### PART B

**a) Graduation requirement, target audience**

The graduation requirement is the completion of 12 units from the following course list:

- BUS 604 – Orientation (0.0)
- BUS 608 – Indigenous Business Leadership and Organization (4.0)
- BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)
- BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)

Specific topic courses may be substituted at the discretion of the academic director.

The target audience for this program is applicants with extensive management and leadership experience with Indigenous businesses, organizations and/or community governments.

**b) Admission requirements**

Applicants must satisfy the University admission requirements as stated in the graduate General Regulation 1.3 in the SFU Calendar:

http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html

- Business Experience: Minimum of ten years of work experience, with at least four of those years in a managerial or professional position.
- Academic Achievements: An undergrad degree in any discipline. A two-year diploma and outstanding grades will be considered.
- Candidates must be computer literate and familiar with the internet. The program requires a strong command of English language.

**c) Evidence of student interest and labor market demand**

Student interest in Indigenous business programming continues to rise and to spread across Canada. The recruitment team has received over 75 enquiries from as far away as New Brunswick as to dates and availability of future Indigenous courses. Almost 60% are from BC while the remaining are from Alberta, Ontario, and the Yukon. Approximately 96% of the prospective applicants are Indigenous and over 60% are women. Last year there were two enquiries from the United States.
With over 600 Indigenous communities and thousands of Indigenous business organizations and business ventures across and, according to the 2016 Census, 1,673,785 Indigenous people in Canada the future potential and demand for the program is positive.

The program fills the primary labor market need for Indigenous people at the middle to senior management level. Graduates have increased opportunities for newly created management and leadership positions with Indigenous communities, small businesses, the federal and provincial governments, industry or organizations.

d) Eligibility for scholarships, awards, and financial aid

Students may be eligible for Beedie School entrance scholarships as well as some SFU grants to cover travel, conferences and research.

RESOURCES

a) Enrollment plan

Anticipated enrollment for Fall 2021 ranges from a minimum of 25 students to a maximum of 35 students. This will increase by 10% per year to a maximum of 41 new students per cohort by year three. The following schedule is a summary of the projected full-time student enrollment and the anticipated CBA credentials to be awarded over the next three years.

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<th>Number of CBA’s Awarded</th>
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b) Resources required and/or available to implement the program (financial and personnel) including any new faculty appointments

Available resources

Existing resources at Beedie School will be utilized including classrooms, study areas and student facilities. The SFU Canvas network will be the platform for faculty, students and program staff. Because most IBL students are from outside of Vancouver the in-house resources will be used minimally (three weeks per term). Administrative support will include a full-time Director, Manager and Coordinator.

Resources required

Additional resources will be required to Indigenize curricula, program cultural support and enhancement (i.e. knowledge keepers, ceremony), visiting Indigenous instructors and guests, culturally appropriate resources and materials, development of Indigenous case studies and documentation of traditional leadership and economic practices.

c) Faculty member’s teaching/supervision

Indigenous business courses are instructed primarily by SFU faculty members and adjunct instructors. Currently the faculty includes one Indigenous instructor: Dr. Dara Kelly, Stó:lō; and, visiting professor, Dr. John Borrows, Anishinaabe. It is timely to invest in a complement of Indigenous instructors. An Indigenous faculty will add credibility and depth to the classroom and
will be essential to the on-going success of the program. A roster of Indigenous instructors is being compiled.

d) Proposed tuition and other Program fees including a justification

- The tuition for this program is to be charged on a per term basis.
- The expected enrollment for 2021 is between 25 to 35 students.
- The minimum enrolment required to run the program is 20 students.
- The total tuition is approximately $56,766.43 per student.
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- The tuition includes all standard course costs similar to the regular SFU EMBA program.
- An additional cost of $2,000 – $4,000 may be charged for study tours.
PART C

Appendix 1

Calendar Entry
Graduate Certificate in Business Administration
in Indigenous Business Leadership

APPENDIX 1

CALENDAR ENTRY

Description of Program
The IBL CBA, a component of the new Indigenous Business Leadership Executive MBA program, aims to prepare and empower experienced Indigenous leaders, professionals and managers to meet the challenges and pace of today’s changing global business environment. The program includes the core concepts and knowledge covered in most MBA programs while recognizing and incorporating Indigenous world views, traditional knowledge, cultural protocols and history throughout the curricula.

Admission Requirements
Applicants must satisfy the University admission requirements as stated in the Graduate General Regulation 1.3 in the SFU Calendar. An undergraduate degree in business, management, commerce, marketing or entrepreneurship and a minimum of ten years of applicable work experience is ideal. A two-year diploma with outstanding grades as well as extensive work experience in the Indigenous community in a managerial or professional position will be taken into consideration. There is no direct entry into the program. Students must maintain a minimum average grade of 2.5 GPA.

Program Requirements
The program consists of course work for a minimum of 12 graduate units. Specific topic courses may be substituted at the discretion of the academic director.

Students must complete all of the following:
BUS 604 – Orientation (0.0)
BUS 608 – Indigenous Business Leadership and Organization (4.0)
BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)
BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)

Program Length
Students are expected to complete the program requirements within one term.

Academic requirements within the Graduate General Regulations
All graduate students must satisfy the academic requirements that are specified in the Graduate General Regulations, as well as the specific requirements for the program in which they are enrolled.
Indigenous Business Leadership
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION
IBL EMBA

Full Program Proposal

August 18, 2020
SFU Beedie School of Business

Simon Fraser University respectfully acknowledges
the x̱̓məθkwəy̓ əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səl̓ilwətaʔɬ (Tsleil-Waututh),
kʷikʷəƛ̓əm (Kwikwetlem), Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen peoples
in whose traditional territories our three campuses reside.
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Introduction

The SFU Beedie School of Business created and launched the stream for the Executive MBA in Aboriginal Business and Leadership under the umbrella of the EMBA program in 2012. The stream is unique in that it draws on the world views and the wealth of experience of Indigenous managers and leaders from across Canada while offering the core concepts and knowledge covered in most MBA programs. It recognizes and incorporates protocols, culture, history and traditional knowledge unique to Indigenous peoples.

The stream has proven to be very successful. It is now in its fifth cohort and has had 72 graduates to date. After seven years, the IBL stream retains the unique distinction of being the only EMBA program of its kind in North America. As a result of steady growth, it has come to a point where the program architecture (i.e. format, dates, duration, course plan) and recognition of Indigenous content needs to grow beyond the umbrella provided by the regular EMBA program. As a result, the Beedie School of Business has developed this proposal to be submitted to the Ministry of Education to be recognized as an independent program within the School.

The new stream will be known as the Indigenous Business Leadership Executive MBA.

SUMMARY

1. Proposed credential to be awarded
   Master of Business Administration (MBA)

2. Location of program
   Beedie School of Business
   Segal Graduate School of Business
   500 Granville Street
   Vancouver, British Columbia V6C 1W6

3. Academic unit(s) offering proposed program
   Indigenous Business Programs
   Beedie School of Business

4. Anticipated program start date
   Fall Term, 2021

5. Anticipated completion time
   Five Terms

6. Contact information
   Andrew Gemino, Associate Dean, Graduate Programs: gemino@sfu.ca 778.782.3652
   Debra Hoggan, Manager, Indigenous Business Programs: dhoggan@sfu.ca 778.782.7996
PROGRAM DETAILS

7. Aims, goals and/or objectives of the proposed program

The IBL EMBA stream is designed to prepare and empower Indigenous leaders, professionals and managers at a time of growth, change and opportunity. It explores contemporary economic issues and insights while recognizing and respecting the role of traditional knowledge, cultural protocol and history in planning, decision-making and leadership within Indigenous communities and organizations. The IBL EMBA is built on the foundation of an MBA, but the program is innovative in its approach. It is designed to provide a graduate level educational experience for experienced Indigenous learners that reflects the interests and meets the real needs of the Indigenous business community. The program offers curriculum and resource materials that are rich with Indigenous knowledge, perspectives and insights and contributes to the physical, emotional, intellectual and spiritual well-being of students. The program inspires and energizes students to realize their potential and it builds on existing leadership and decision-making skills. The history of success in the IBL EMBA has also enabled the hiring of Indigenous researchers who not only educate but also build critical knowledge as they facilitate and engage in research. Ultimately, the program is designed to empower students and organizations in order to bring Indigenous communities closer to their goals of economic sustainability.

The primary objectives of the IBL program are to:

- Provide leaders and managers of Indigenous businesses and organizations with an enhanced set of comprehensive skills and tools to meet the challenges and pace of today’s changing global business environment;
- Embrace Indigenous worldviews as they relate to leadership, management, strategy and decision-making within an economic context; and,
- Provide an environment that recognizes, supports and facilitates the interests and incorporation of Indigenous business disciplines, theories and practices.

8. How does the proposed program fit within the mandate of the institution?

The program is directly aligned with SFU’s stated strategic vision:

To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement.

There have been several contributions that make evident the impact that the IBL EMBA program has already had on the far-reaching engagement within and beyond the SFU community. Examples of this impact includes:

- **SFU Board of Governors**: In 2017, Denise Williams, IBL EMBA alumnus and CEO, First Nations Technology Council, was appointed to the SFU Board of Governors. She is a citizen of the Cowichan Tribes.
- **New Indigenous faculty member**: In 2018, the Beedie School of Business hired its first Indigenous faculty member, Dr. Dara Kelly, a Stó:lō citizen from the Leq’ə:mel First Nation in British Columbia.
- **Indigenous curriculum in other MBA programs**: Indigenous curriculum is now included in the MBA program for both full-time and part-time MBA students. Two courses introduce an awareness of Indigenous peoples, examines both the traditional and contemporary ways of doing business and provide a first-hand look at business models and insights into what makes them successful. The following Nations have
hosted our students: Ucluelet First Nation, Squamish Nation, Kanaka Bar Band, Kwantlen First Nation, Westbank First Nation, Osoyoos Indian Band, Musqueam First Nation, and the Lil’wat First Nation.

- **Attracting Prestigious Visitors and Guests**: The Beedie School has been very successful in attracting high profile faculty from other universities including Dr. John Borrows, Anishinaabe, Law Professor, University of Victoria and Dr. Stephen Cornell, Co-founder, Native Nations Institute, University of Arizona. In addition, the Beedie School of Business has hosted many high profile guests in the classroom and at public events including: Phil Fontaine (former National Chief of the Assembly of First Nations), Paul Martin (former Prime Minister of Canada), Clint Davis (TD Bank, Aboriginal Affairs), David Tuccaro (Mikisew Cree, Tuccaro Group), Doug Eyford (Eyford Partners LLP), Chief Ian Campbell (Squamish First Nation), Kim Baird (former Chief of Tsawwassen First Nation), Jessica McDonald (CEO, BC Hydro), Shawn Atleo (former National Chief of the Assembly of First Nations), Areef Abraham (Community Power), Anne Giardini (Chancellor SFU), Cathy Craig (Brinkman Forest Ltd), Bob Gallagher (New Gold), Chief Ian Campbell (Squamish First Nation), and Navdeep Bains (Minister of Innovation, Science and Economic Development).

- **Research initiatives, publications and internships**: Several research internship opportunities for MBA students in partnership with the following First Nation communities: Ucluelet, Ahousaht, Nisga’a, Heiltsuk, Kanaka Bar, Gitwangak and Esdilagh. In 2015 Bryan Gallagher and Dr. Mark Selman published a paper titled, “Warrior Entrepreneur” in the American Indian Quarterly. An Indigenous Case Study development proposal within the Beedie School was recently awarded, supported by donations from Bank of Montreal, to develop 6 case studies for use in the IBL EMBA.

- **Scholarships and grants**: To date the Beedie School of Business has distributed almost $300,000 worth of scholarships and grants to IBL students. Donations were from BMO, CN Rail, Royal Bank of Canada, Vancity, Leith Wheeler and several private donors.

- **Indigenous Art at the Beedie School of Business**: Working with both the Bill Reid Gallery and the SFU Art Gallery contemporary Indigenous art has been displayed throughout the Beedie School of Business.

The IBL EMBA program illuminates dynamic integration in the breadth, depth and diversity of human knowledge and experience that is captured through an Indigenous lens and impacts students, faculty and staff associated with the program. The need for this integration within our education system is greater than ever.

The proposed program also aligns with SFU’s Beedie’s vision which states:

“We develop innovative and socially responsible business leaders with a global perspective through education, inspired by research and grounded in practice.”

**In regard to innovation**, the IBL EMBA offers a broad range of business courses and topics that encourage creative and innovative solutions to the challenges that Indigenous leadership and management face on a regular basis. The program encourages data-gathering and innovative research activities that explore areas of traditional and contemporary business protocols, trade knowledge and leadership practices. Finally, it incorporates opportunities for students to apply innovative and entrepreneurial approaches to complex Indigenous business situations through individual projects and group assignments.

**In regard to social responsibility**, the IBL program recognizes and integrates Indigenous business ethics and sustainable knowledge and practices. It provides tools to help identify and
analyze traditional and contemporary sustainable management decisions. The program incorporates readings and exercises that examine how various types of businesses and organizations can operate in an economically, socially and environmentally sustainable manner. The program also encourages the sharing of stories, experiences and wise practices that specifically address Indigenous cultural, social and environmental practices and responsibilities and the applied projects help to initiate socially responsible projects and co-curricular activities throughout the program.

In regard to global awareness, the program recognizes the United Nations Declaration on the Rights of Indigenous Peoples and works to integrate a variety of Indigenous worldviews on business management and leadership with the teachings of other international economic organizations. Students are encouraged to develop and incorporate current research methods and resource materials that explore the practices and trends of international Indigenous trading practices, individual business ownership and community-owned enterprises. In addition, the program promotes the economic efforts and business success models of Indigenous communities and organizations across North America and internationally and facilitates experiential opportunities that identify the similarities and differences between Indigenous groups as well as an understanding of the challenges faced by Indigenous communities and organizations, nationally and internationally, in their quest for economic parity.

9. How the proposed program supports the current academic and strategic plan of the institution

The IBL EMBA supports the current academic and strategic plan of SFU in several ways. As SFU is committed to being the leading engaged university in Canada, the IBL EMBA engages and supports Indigenous students by providing a culturally safe, welcoming and inspiring environment that acknowledging and addresses barriers to success. It incorporates and applies Indigenous resources and support throughout all phases of their university experience – from application to graduation.

The IBL EMBA engages Indigenous students, alumni, scholars and Elders to participate and lead in the development and dissemination of cutting-edge research that helps Indigenous communities to stay competitive, to take advantage of future opportunities and to develop effective economic strategies. The program engages Indigenous leaders by increasing Indigenous presence through teaching, guest lecturing, consultation and on-going development of course materials and engages representatives from the Indigenous community to oversee the governance of the program and maintain high standards in Indigenous business and leadership teaching and learning.

In 2015, the Truth and Reconciliation Commission of Canada released its Final Report on Canada’s residential school system. Included in the Report were a series of ‘Calls to Action’ to redress the legacy of residential schools and advance Canadian reconciliation. SFU has taken several steps towards reconciliation. These steps include:

- The acknowledgement that SFU’s three campuses are located within the unceded traditional territories of the Coast Salish peoples of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ilwətaɁ (Tsleil-Waututh) Nations, Kwantlen, Katzie Semiahmoo, Qayqayt and Tsawwassen peoples;
- The adoption of the underlying principle that states that the university will honor the history, culture and presence of Indigenous peoples; will welcome and nurture Indigenous students; and, seek opportunities for greater representation of Indigenous peoples amongst its faculty and staff;
- The adoption of an Aboriginal Strategic Plan, 2013, which identifies a commitment across all campuses to the following principles:
  - Recognizing the unique educational needs and identities of Aboriginal peoples;
- Ensuring full and equitable participation by Aboriginal peoples;
- Providing a supportive academic and community environment for Aboriginal peoples;
- Acknowledging, respecting and incorporating Aboriginal people’s values and traditions in University programs;
- Addressing the higher education needs and aspirations of Aboriginal communities;
- Collaborating and forming partnerships to serve Aboriginal people’s educational objectives; and,
- Affirming the ongoing institutional commitment to higher education among Aboriginal communities.

The IBL stream aligns well within the parameters of these initiatives in several ways. It is a specialized MBA stream for seasoned Indigenous leaders and managers who are seeking graduate education in the field of business management. The program aims to ensure that Indigenous learners are appropriately supported throughout all phases of their learning experience, from application through to convocation. It enables a focus point for encouragement and support of community-based research on topics that are of interest and importance to the Indigenous business community and which promotes research protocols and acknowledges Indigenous traditional knowledge. In addition, the program expands opportunities for Indigenous peoples to share their expertise and emerge as intellectual leaders on topics related to global economic issues and mobilizes awareness and respect for Indigenous peoples’ cultures, epistemologies, histories, languages and traditions and the relevance of these to business management.

10. Target audience

The primary target audience for this program is comprised of experienced managers and leaders who work with Indigenous businesses, community governments or organizations including:

- Traditional community leaders, Chiefs and Council members;
- Indigenous entrepreneurs and intrapreneurs both on and off-reserve;
- Managers of Indigenous service delivery organizations or non-profit institutions;
- Board Directors or senior staff of economic development corporations;
- Professionals including lawyers, accountants, doctors and entrepreneurs;
- Companies, organizations and businesses that provide specific services or products to the Indigenous community; and,
- Individuals managing large scale projects located within or adjacent to the traditional territories of Indigenous peoples.

Interest in the IBL program

Interest in the IBL program continues to rise and to spread across Canada as well as the United States. To date we have received over 75 enquiries for the next intake. Almost 60% are from BC while the remaining are from Alberta, Ontario, and the Yukon. Approximately 96% of the prospective applicants are Indigenous and over 60% are women. To date there have been three enquiries from Native American prospective applicants from the United States.

The future growth potential for the program is positive. To date we have 72 graduates representing approximately 50 Indigenous communities across Canada. Our alumni are our best marketers as most of the enquiries have been referred by our alumni or current students. With over 600 Indigenous communities and, according to the 2016 Census, 1,673,785 Indigenous people in Canada, there is great potential for growth.
11. Related programs in the institution or other British Columbia post-secondary institutions and outside of British Columbia

An executive MBA with an Indigenous focus is unique and there are no related programs within SFU or other post-secondary institutions. While several institutions offer a variety of Indigenous business, leadership and governance courses, they mainly lead to certificates (UBC, UVic and UNBC). UBC’s MBA has no Indigenous courses and both UVic and UNBC’s Master’s programs in Indigenous/First Nations studies do not have the business focus. The CIP code is 13.0101.

All graduate programs in the Beedie School of Business are subject to accreditation, The Beedie School is accredited by EQUIS, the most comprehensive institutional accreditation system for business and management schools, and AACSB, the benchmark of quality business education. Each of these accreditation bodies require 5-year re-evaluation cycles and our internal Assurance of Learning (AOL) processes run annually to collect data on program learning goals, outcomes and traits. These outcomes are reported to the Graduate AOL committee that then coordinates this information for the accreditation agencies and external reviews. In addition, Senate mandates regular program reviews.

12. What differentiates the proposed program from all other related programs in the province?

The first feature that differentiates the IBL EMBA from other universities in BC offering MBA degrees is that the IBL EMBA is a specialized MBA stream that focuses on Indigenous business and leadership. It is one of the first graduate programs in the world that acknowledges and embeds Indigenous protocols, history and knowledge into all course offerings. The program encourages and facilitates Indigenous-led research on Indigenous business, trade and economic practices locally, nationally and internationally.

Another differentiating feature is that the IBL EMBA is designed to support experienced managers and leaders to better prepare for the challenges of the complex environment in which Indigenous communities, organizations and businesses today must increasingly operate. The program enhances their ability to develop and lead an agenda that focuses on change and growth within Indigenous communities and organizations. It offers the latest tools and resources to analyze, direct and develop decisions more effectively in an environment where change and growth within the Indigenous community is being continually challenged.

Another distinguishing component of the IBL EMBA stream is the mix of students and the wealth of experience and cultural knowledge within the cohort. The students are Chiefs, managers of large portfolios, accountants, lawyers and doctors. They are survivors of residential schools, cultural genocide and impoverished communities. Many have lived and worked all their lives in their traditional territories and take their responsibility as stewards of the lands very seriously. Although some students do not have an undergraduate degree, they enter the program with well over 10 years of management and leadership experience. Most importantly, the students bring to the classroom their deep ties to their ancestry, their sense of responsibility to their Nations and a tenacious determination to improve the well-being and economic conditions of Indigenous peoples.
13. **An overview of the level of support and recognition from other post-secondary institutions and relevant regulatory or professional bodies**

There is a high level of support and interest from post-secondary institutions across Canada, the United States and New Zealand. SFU faculty and IBL staff have participated in several conversations and meetings with representatives of local, national and international educational institutions exploring opportunities for collaboration and/or the sharing of resources. The following list is a sampling of domestic and international interest:

- **Miles Richardson**, National Consortium for Indigenous Economic Development, University of Victoria, would like to appoint an IBL alumnus to their Board of Directors.
- **Jennifer Hooper**, Ch’nook Indigenous Business Program, Sauder School of Business, UBC, called to discuss how we can use their program to support IBL applicants. A follow-up meeting has been suggested.
- **David Deephouse**, Professor in International Business/Law, University of Alberta, expressed interest in our program and exploring ways to support each other (e.g. research).
- **Stephen Cornell**, Co-founder, Native Nations Institute, University of Arizona has discussed hosting their Indigenous Governance courses in Vancouver.
- **Dr. John Borrows**, National Centre for Indigenous Law and Reconciliation, University of Victoria, may host study tours at his new Indigenous Law facility.
- **Satsan** (Herb George), Centre for First Nations Governance, has expressed interest in collaborating on research.
- **Have held** several meetings and discussions with members of the University of Waikato, New Zealand and the University of Technology, Sidney, Australia and the University of Arizona, US exploring opportunities for joint research projects, course collaborations and student exchanges.

14. **What added value will the proposed program offer graduates in terms of employment opportunities?**

The added value for graduates includes an increase in salary, promotion at their current place of employment or new career opportunities and an expanded network, both nationally and internationally. Perhaps the greatest value is that an MBA degree gives Indigenous people choices that, historically, have not been available to them. This includes a choice of where they work and what industry they can work in, a choice of lifestyle for their families and ways they will be able to give back to their community or Nation.

15. **Do potential employers require a degree for graduates to gain employment in the field?**

For Indigenous people seeking employment at a senior management level or wanting to advance within a mainstream organization, government or industry, a graduate degree is almost always required. We are also seeing a growing trend toward degree requirements and completions within Indigenous communities who are setting up Band-owned entities, developing national and
international partnerships, increasing holdings under their economic development corporations and mounting their involvement with national and international resource companies. The role of a manager, director or CEO with an MBA degree is essential.

16. Potential areas of employment or opportunities for further study in the field

Graduates of the IBL program have the opportunity to work in a variety of areas/sectors in which business skills and knowledge are required. The following list provides examples of IBL alumni who have received promotions or new appointments following graduation:

- Indigenous Engagement and Outreach Lead, Province of BC
- Senior Program Officer, Oceans Protection Plan, Federal Government
- Business Consultant, First Nation conifer essential oil company
- Economic Development Policy Analyst, National Chiefs organization
- General Manager, Coastal First Nation consortium of companies
- Owner/Operator, Indigenous law firm
- Director, non-profit organization for Aboriginal youth and mental illness
- Sessional Instructors, various universities and colleges
- Director of Operations, Saskatchewan Chiefs organization
- CEO, Haida Economic Development Corporation
- Director of Development, Native college
- President & CEO, Indigenous Research and Consulting Firm

17. Does the proposal lead to a specific occupation?

This proposal does not lead to any one specific occupation but rather, it opens many pathways of career success for IBL graduates. The program caters to those who work within the Indigenous community and have extensive knowledge of Canada’s history of colonization, Indigenous worldviews, protocols and culture.

With the steady increase of Indigenous involvement in resource development across Canada the need and demand for Indigenous people with an MBA has soared. It should be noted that nearly every graduate from the previous IBL cohorts are employed within an Indigenous organization, or with an agency or company that provides services specifically for Indigenous people or the community.

18. What labor market needs would the proposed program meet for the province?

The IBL program fills the primary labor market need to increase employment of Indigenous people at the senior management level. This program will prepare our alumni for careers oriented to directors and leadership positions within the federal and provincial governments, industry or organizations.

Three NOC codes that relate closest to this specific labor market are:

- **NOC 0012**  Senior government managers and officials plan, organize, direct, control and evaluate, through middle managers, the major activities of municipal or regional governments or of provincial, territorial or federal
departments, boards, agencies or commissions. They establish the direction to be taken by these organizations in accordance with legislation and policies made by elected representatives or legislative bodies.

NOC 0013  
Senior managers in this unit group are usually appointed by a board of directors, to which they report. They work either alone or in conjunction with the board of directors to develop and establish objectives for the company, and to develop or approve policies and programs. They plan, organize, direct, control and evaluate, through middle managers, the operations of their organization in relation to established objectives. They work in establishments throughout the telecommunications, finance, insurance, real estate, and data processing, hosting and related services industries as well as other business service industries or they may own and operate their own business.

NOC 0014  
Senior managers in this unit group plan, organize, direct, control and evaluate, through middle managers, membership and other organizations or institutions that deliver health, education, social or community services. They formulate policies that establish the direction to be taken by these organizations, either alone or in conjunction with a board of directors. They are employed in health care organizations, educational services, social and community services and membership organizations or they may own and operate their own business.

19. Plans for admissions and transfer within the British Columbia post-secondary education system

Students within the British Columbia post-secondary education system will not be able to transfer directly into the IBL program as several years of previous management and leadership experience within an Indigenous environment is critical for success.

IBL graduates will be accepted at other institutions to continue their studies. To date four alumni have successfully entered doctorate programs at universities in France and Canada.

20. Enrollment plan

Projected enrollment for Fall 2021 ranges from a minimum of 25 students to a maximum of 35 students. This will increase by 10% per year to a maximum of 41 new students per cohort by year three. The following schedule is a summary of the projected full-time student enrollment and credentials projections for three years starting in 2021:

<table>
<thead>
<tr>
<th>Year</th>
<th>Anticipated Full-time Enrollment</th>
<th>Number of Credentials Awarded</th>
<th>Minimum Viable Enrollment</th>
<th>Number of Credentials Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Sept 2021 - Aug 2022</td>
<td>35</td>
<td>1</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>2  Sept 2022 - Aug 2023</td>
<td>38</td>
<td>32</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>3  Sept 2023 - Aug 2024</td>
<td>41</td>
<td>36</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
21. Delivery methods

The over-all delivery method is a cohort study model. The benefits are many: the cohort program reflects the building and sustaining of community amongst the students who themselves come from diverse communities across Canada. It also fosters creative and analytic thinking, enhances leadership skills and promotes learning from one another’s experiences. The IBL EMBA includes a combination of intense on-campus classes, self-study with comprehensive materials and group projects. Study groups and project teams are an important aspect of the learning experience.

The program has been designed to accommodate working professionals with full-time work commitments. Classes are held over an average of three weeks per term for a total of five terms at the Beedie School of Business in downtown Vancouver.

The average class time per term is over 100 hours. Classes are normally held from 9:00 am to 5:00 pm. On occasion, classes may extend into the evenings or on weekends. Extra study space is available to support group work sessions outside of the class. The learning environment is respectful and reciprocal, students and instructors learn from each other.

The program concludes with an Applied Project. The project provides an opportunity for the students to actively integrate and apply all they have learned in the program to a topic or real-world situation. They develop the approach and methods needed to address the problem, conduct independent research, produce a substantial paper that reflects a deep understanding of the topic and presents the findings to their classmates.

The broad goal of the Applied Project is to bring improvement to the student’s current professional sphere of influence, for example, by addressing a problem or issue encountered within the student’s profession, institution, or organization – something that begs for a creative solution. Examples of Applied Projects completed to date include: a business plan for a Healing Centre for Indigenous Women; a business plan for a Band-owned Campground; a strategic plan on Indigenous Partnerships with Industry; a Business Employment and Training proposal; a community film; and, a study on entrepreneurship on Indian Reserves in Canada.

22. Eligibility for scholarships, awards, and financial aid

IBL EMBA students are considered full-time students and may apply for certain forms of external and internal support in the form of scholarships, awards, and financial aid, so long as they meet the other eligibility criteria. IBL EMBA students will not be able to apply for scholarships and awards associated with BASS funding.

23. Does the proposed program offer an alternative exit, if appropriate?

Yes, the program offers two exit opportunities for those students who may choose to put their studies on hold, temporarily or permanently:

- Certificate in Business Management IBL (CBA), and
- Graduate Diploma in Business Management IBL (GDBA).

Students who qualify will be able to apply to re-enter the EMBA IBL program at a later date.

24. Resources required and/or available to implement the program
Available resources
The IBL program builds on SFU’s existing infrastructure, resources and experiences. Because the stream has been operating for almost 10 years, there are no major administrative changes or additional resources planned. This new program does not reduce or eliminate other programs or resources within Beedie School of Business. For SFU faculty teaching in the IBL program every effort will be taken to avoid a conflict or negative impact on their commitments and teaching loads in other programs.

Existing resources at Beedie School that will be utilized include classrooms, study areas and student facilities. The SFU Canvas network will be the platform for all faculty, students and program staff. Because the majority of IBL students are from outside of the Lower Mainland the in-house resources are used minimally (three weeks per term). Administrative support will be provided by IBL program staff, which will include a full-time Director, Manager and Coordinator.

Resources required
Adequate office space and available classroom space are the main concerns. Additional resources and funding will also be required to Indigenize curricula, program cultural support and enhancement, engage knowledge keepers, ceremony, increase Indigenous instructors and guests, develop and acquire cultural appropriate resources and materials (i.e. development of Indigenous business case studies, Indigenous publications, documentation of stories of traditional leadership and economic practices) and scholarships. The schedule that follows provides further details on the program requirements:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Administrative Support</td>
<td>• A minimum of 3-5 dedicated full-time program staff</td>
</tr>
</tbody>
</table>
| b Indigenous and Visiting Faculty | • Visiting faculty with extensive Indigenous experience and knowledge.  
• Indigenous faculty. |
| c Sessional Instructors | • Indigenous sessional and guest instructors. |
| d Research | • Develop Indigenous case studies with content relevant to the Indigenous business community in Canada. |
| e Cultural Enhancement and Support | • Honoraria for Elders, performers and Indigenous leaders to participate as required.  
• Ceremony and protocol expenses for special events including supplies, gifting, etc.  
• Swag with IBL emblem for students and for the promotion of IBL at events.  
• More Indigenous art, decoration and cultural symbols on display at Beedie School. |
| f Scholarships and Grants | • For first- and second-year graduate students.  
• Student emergencies and travel subsidies. |

25. Program evaluation and academic/administrative oversight

Policies/procedures planned
Student performance at SFU is measured against each objective at least twice every five years with the goal of ‘closing the loop’ on any problems identifying and demonstrating SFU’s commitment to continuous improvement. The IBLEmba stream will be included.
To ensure that these high standards are maintained, the IBL EMBA will participate in the following measures:

- Adhere to SFU’s policies and procedures that include regular program reviews.
- Collect data on an on-going basis to maintain accreditation.
- Establish a Steering Committee that will play a key role in the over-all governance to ensure that goals are met and evaluation of the program is ongoing. Membership will include representation from local Indigenous communities, Indigenous scholars, industry, alumni, business and organizations. Policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation.
- Conduct regular assessments to identify the strengths and weakness of the program. Based on the results, improvements will be made to the degree structure, curriculum and the different curricular and co-curricular activities that make up the total student experience.

26. Faculty member’s teaching/supervision

IBL courses will be instructed by SFU faculty members and adjunct instructors Every effort will be taken to avoid a conflict or negative impact on their commitments and teaching loads in other programs.

Indigenous faculty

One of goals of the program is to increase the number of Indigenous faculty to bring added credibility and depth. Currently there are two Indigenous instructors. Last year the Beedie School of Business hired its first Indigenous faculty member, Dr. Dara Kelly, Stó:lô. As well, Dr. John Borrows, Anishinaabe, has been a Visiting Professor almost since the IBL program started. Several of the IBL alumni have expressed interest in teaching. Training and teaching preparation courses are being explored.

Selection criteria

SFU’s hiring policies, processes and selection criteria will be followed to ensure that additional faculty have the necessary qualifications for the degree level, as well as extensive knowledge of the topics addressed in the IBL program.

27. Is the program focused primarily on meeting social benefit(s) or economic benefit(s)?

The program will provide social and economic benefits but is primarily focused on meeting social benefits developed through education of Indigenous leaders. As noted earlier, the program is intended to provide leaders and managers of Indigenous businesses and organizations with an enhanced set of comprehensive skills and tools to meet the challenges and pace of today’s changing global business environment. In embracing Indigenous worldviews as they relate to leadership, management, strategy and decision-making within an economic context we work to create an environment within the program that recognizes, supports and facilitates the interests of Indigenous business disciplines, theories and practices. This program provides a foundation for social benefit that will inevitably lead to increased economic benefit to the individuals and communities engaging with the program.

28. How would the proposed program advance social goods or government priorities?
The program can advance the ongoing commitment to reconciliation through the adoption of SFU’s Aboriginal Strategic Plan - 2013. This plan identifies commitments by SFU to recognize the unique educational needs and identities of Aboriginal peoples and addressing the higher education needs and aspirations of Aboriginal communities. This affirms the government’s stated commitment to affirming the ongoing institutional commitment to higher education among Aboriginal communities.

In regard to government priorities, the IBL EMBA lends support to the B.C. government Indigenous Justice Plan (https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/criminal-justice/corrections/reports-publications/2012-2016-aboriginal-strat-plan.pdf) through directing student and faculty attention to the issues and developing a wide range of Indigenous community leaders who are able to engage with and support the initiative.

The Emerging Economy Task Force for B.C. could also benefit from the Indigenous perspectives that can be provided by individuals engaged with the IBL EMBA. Several of the program learning goals for the program include considerations of resource development, sustainable and resilient economies and technological innovation. These skills are particularly relevant for the emerging economy.

29. What social, cultural, regional, community, environmental, institutional and/or intellectual benefit would the proposed program provide?

The calling of the Beedie School of Business supports the education of innovative and socially responsible business leaders with a global perspective. The values underlying this vision suggest that business education has the potential to spark new ideas, fuel social innovations, and advance society as a whole. The proposed IBL EMBA is aligned with this purpose. The program provides a social benefit offering programming that recognizes the value of Indigenous knowledge, perspectives and experiences and demonstrates institutional support for developing Indigenous leadership as part of Beedie School and the University’s mandate.

The history of success in the IBL EMBA has enabled the hiring of Indigenous researchers and Indigenous staff who not only educate but also build critical knowledge in the Beedie School as they facilitate and engage in education and research. Ultimately, the program empowers students and organizations and offers the potential to bring Indigenous leadership and the communities they live in closer to their goals of economic sustainability.

30. How would the proposed program support economic growth and/or government economic priorities?

The program will support sustainable economic growth across Canada, by educating a larger number of Indigenous leaders providing them with the skills and connections that enable these leaders to impact their communities and the Canadian economy. In addition, the program extends graduate education to the most experienced individuals in communities to support the development of communities as a whole. More than building skills, the IBL EMBA provides a foundation for leading change and a network of individuals and organizations that support the development of Indigenous peoples.

31. What direct and/or indirect economic, industrial or labor market benefits would the program offer the student, community, region or province?
The program provides direct economic, industrial and labor market benefits in better meeting the demand for Indigenous business leadership established through graduate education. As noted earlier, the program supports three National Occupation Codes for senior management. The IBL EMBA program targets the skills essential in these NOC’s. The benefit would be to increase the opportunities for Indigenous students to make successful transitions into senior management roles in a wide variety of industries. This should, in turn, create more successful hiring, more rapid progression through the ranks for Indigenous community members and develop more successful and diverse Indigenous community networks that could further contribute to sustainable and socially responsible economic growth in these communities.
Indigenous Business Leadership

Executive Master of Business Administration

APPENDIX 1 CALENDAR ENTRY

Description of Program

The EMBA Indigenous Business and Leadership is a specialized MBA that aims to prepare and empower experienced Indigenous leaders, professionals and managers to meet the challenges and pace of today's changing global business environment. The program includes the core concepts and knowledge covered in most MBA programs while recognizing and respecting that traditional knowledge, cultural protocols and history plays a significant role in planning, decision-making and leadership within Indigenous communities and organizations.

Admission Requirements

Applicants must satisfy the University admission requirements as stated in graduate General Regulation 1.3 in the SFU Calendar.

- Business experience: Five to ten years of work experience, with at least four of those years in a managerial or professional position.
- Academic achievements: An undergrad degree in any discipline. A two-year diploma and outstanding grades will be considered. A limited number of people who lack a formal degree or professional designation, but have other outstanding qualifications may be admitted.
- Students must maintain a minimum average grade of 3.0 GPA.
- Candidates must be computer literate and familiar with the internet. The program requires a strong command of English language.

A complete application package will include the following:
- Submission of the online SFU Application for Graduate Studies
- On-line payment of the Application Fee of $90.00 (non-refundable)
- An Executive Self-evaluation Essay
- Resume
- Original transcript/s
- Three letters of reference – at least one should confirm professional or formal connection/s to the Indigenous community, and others can come from a previous or present employee.
- Interview (shortlisted candidates only)

Program Requirements
The Indigenous Business and Leadership Program consists of course work (52 units) and an applied project (4 units) for a minimum of 56 graduate units. Specific topic courses may be substituted at the discretion of the academic director.

Students must complete all of the following:

- BUS 604 - Orientation (0)
- BUS 608 – Indigenous Business Leadership and Organization (4.0)
- BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)
- BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)
- BUS 626 – Financial and Managerial Accounting for Indigenous Leaders (4.0)
- BUS 630 – Data and Decision Making for Indigenous Businesses (4.0)
- BUS 657 – Marketing Strategies for Indigenous Leadership (4.0)
- BUS 665 – Indigenous Policy and Governance (4.0)
- BUS 668 – Financial Management for Indigenous Leaders (4.0)
- BUS 672 – Special Topics (4.0)
- BUS 675 – Indigenous Economies (4.0)
- BUS 679 – Business Strategy for Indigenous Leaders (4.0)
- BUS 683 – Negotiations for Indigenous Leaders (2.0)
- BUS 687 – Applied Project Preparation (2.0)
- BUS 692 – Indigenous Sustainability (4.0)
- BUS 697 – Applied Project (4.0)

Program Length

Students are expected to complete the program requirements within five terms.

Other Information

Academic requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled.

Tuition includes all course materials, orientation and workshops.
Indigenous Business Leadership
Executive Master of Business Administration

APPENDIX 2

NEW COURSES
### New Graduate Course Proposal

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>608</th>
<th>Units (eg. 4)</th>
<th>4.0</th>
</tr>
</thead>
</table>

**Course title (max. 100 characters)**

**Indigenous Business Leadership and Organization**

**Short title (for enrollment/transcript - max. 30 characters)**

**Leadership and Organization**

**Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)**

Explores the topics of organization theory and leadership in developing the potential of indigenous leadership to drive meaningful change. Topics include intergenerational legacies in indigenous contexts and leadership capabilities necessary to respond to the needs and aspirations of indigenous communities.

**Rationale for introduction of this course**

As more and more Indigenous communities are establishing business ventures and partnerships within their traditional territories, strong, responsive leadership is essential. This new course will focus on leadership and teamwork styles and strategies within an Indigenous economic context.

**Term of initial offering (eg. Fall 2019)**

Fall 2021

**Course delivery (eg. 3 hrs/week for 13 weeks)**

7 hrs/day for 5 days

**Frequency of offerings/year**

Once/year

**Estimated enrollment per offering**

28-35

**Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)**

**Prerequisite and/or Corequisite**

**Prerequisite: Only for students in the IBL EMBA program.**

**Criminal record check required?**

- Yes

- if yes is selected, add this as prerequisite

**Additional course fees?**

- Yes

- No

**Campus where course will be taught**

- Burnaby

- Surrey

- Vancouver

- Great Northern Way

- Off campus

**Course Components**

- Lecture

- Seminar

- Lab

- Independent

- Capstone

**Grading Basis**

- Letter grades

- Satisfactory/ Unsatisfactory

- In Progress / Complete

**Repeat for credit?**

- Yes

- No

**Total repeats allowed?**

__________

**Repeat within a term?**

- Yes

- No

**Required course?**

- Yes

- No

**Final exam required?**

- Yes

- No

**Capstone course?**

- Yes

- No

**Combined with a undergrad course?**

- Yes

- No

If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

TBA

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beedie School of Business</td>
<td>Debra Hoggan, Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
</tr>
</tbody>
</table>

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

<table>
<thead>
<tr>
<th>Graduate Program Committee</th>
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<tr>
<th>Department Chair</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eric Werker, A/Academic Director</td>
<td></td>
<td>January 3, 2020</td>
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</tbody>
</table>

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

<table>
<thead>
<tr>
<th>Faculty Graduate Studies Committee</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<th>Andrew Gemino, Assoc. Dean</th>
<th>Signature</th>
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<tbody>
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<td></td>
<td></td>
<td>January 3, 2020</td>
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</table>

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

<table>
<thead>
<tr>
<th>Senate Graduate Studies Committee</th>
<th>Signature</th>
<th>Date</th>
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</table>

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ________________

Course Attribute: ________________

Course Attribute Value: ________________

Instruction Mode: ________________

Attendance Type: ________________

If different from regular units:

Academic Progress Units: ________________

Financial Aid Progress Units: ________________
BUS 608: INDIGENOUS BUSINESS LEADERSHIP & ORGANIZATION

Instructor: TBA              Semester: Fall 2021
Email:                     Classroom #:
Phone:                     Office:

Course Description

Leadership theories and styles continue to evolve as the complexity, nature and scope of Indigenous businesses and organizations attempt to keep pace in this era of economic complexity. This course gives insight into the potential of Indigenous leadership to drive meaningful change while responding to the needs and aspirations of Indigenous Nations globally. This course explores leadership in theory and takes into account intergenerational legacies of Indigenous leadership practices and views. We will evaluate the traditional, contemporary and emerging leadership styles and best practices that have resulted in Indigenous organizations attaining optimal performance.

This course is designed for leaders of small to large Indigenous organizations who want to be more effective in the essential skills of creativity, delegation, accountability, communication, problem analysis, decision making, time management, planning and motivation.

Objectives

The primary course objective is to focus on the enhancement of leadership skills and introduce new tools required in leading a team towards managing a successful business venture within an Indigenous environment.

This course will teach you to explore an expanded interdisciplinary, international and culturally appropriate approach to respond to the complex and growing challenges faced by Indigenous business leaders working in a range of fields/industries. Students will be able to apply an Indigenous focus and solutions to common leadership challenges such as decision-making, management of group dynamics, workplace conflict, employee motivation and team building.

Course Expectations

Students can expect at least 35 hours of class time and an average of 10 hours of out-of-class work weekly for the duration of this course. Out-of-class activities will include: participating in online activities, course readings and review of case studies, research and written assignments.

Courses may be scheduled in a compressed format where classes are held in intensive sessions, but expectations of consistent preparation and participation remain for the length of the semester.

Course Structure

This course will consist of a mixture of lectures, small team exercises, case analysis, and team assignments.
Indigenous Business Leadership
EMBA

Book and Materials

1. The textbook and reading list will be distributed one month prior to the course.
2. Other selected readings and articles will be distributed in class or provided on Canvas.

Learning and Assessments

Assessment Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1 - Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2 - Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Participation

Since this course is essentially a leadership practicum you will be expected to be involved. Participation is critical to your learning and the overall success of the class. In order for you to learn and demonstrate knowledge of the subject, it is essential for you to be present and involved in each class. You need to have read the pre-readings before the class begins. Please be prepared to share your experiences, theories and insights.

Assignment 1 – Short Essay

A 250-word essay on one of the following:

- Describe your experience with a leader that you admire and explain what you admired about his or her leadership skills.
- Describe a time that you acted as a leader and what were your lessons learned.

Assignment 2 – Final Paper

Topic to be determined. Two weeks following the last class

Team Presentation

Topic to be determined once readings are finalized. Due: Last day of Class

Reading and Course Schedule

All case studies and other readings will be found on Canvas. Your textbook will be distributed at least one month prior to the course and readings will be listed on Canvas.

A detailed course schedule will also be posted on Canvas one month prior to the course.
Academic Integrity

SFU's Academic Integrity web site http://www.sfu.ca/students/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

About the Course Instructor

The Instructor's biography will be provided on Canvas.
Entrepreneurship and Innovation in Indigenous Communities

Explores the development and assessment of ideas and opportunities and considers the impact that indigenous entrepreneurship can have on supporting and developing indigenous communities. Discusses how to attract and develop resources to enact ideas and deliver value from identified opportunities.

Indigenous participation in the economy through entrepreneurship will not only strengthen the country’s social fabric but will lift Indigenous people out of poverty. This new course identifies tools, skills and resources to support those economic aspirations of Indigenous leaders.

Term of initial offering (eg. Fall 2019)  
Fall 2021

Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)

Begins with a brief overview of entrepreneurship in the context of Indigenous communities. Focuses on: the identification of opportunities, attracting and developing resources, implementation, and the role of Indigenous entrepreneurship in social and economic development.

Prerequisite: Only for students in the IBL EMBA program.
RESOURCES
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Ian McCarthy

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program
Beedie School of Business

Name (typically, Graduate Program Chair)
Debra Hoggan, Manager

Email
dhoggan@sfu.ca

ACADEMIC UNIT APPROVAL
A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee

Signature

Date

Department Chair
Eric Werker, A/Academic Director

Signature

Date January 3, 2020

FACULTY APPROVAL
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee
Andrew Gemino, Assoc. Dean

Signature

Date January 3, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee

Signature

Date

ADMINISTRATIVE SECTION (for DGS office only)
Library Check:
Course Attribute: ________________
Course Attribute Value: ________________
Instruction Mode: ________________
Attendance Type: ________________
If different from regular units:
Academic Progress Units: ________________
Financial Aid Progress Units: ________________
BUS 614: ENTREPRENEURSHIP AND INNOVATION IN INDIGENOUS COMMUNITIES

Instructor: Ian McCarthy
Email: ian_mccarthy@sfu.ca
Phone: 778.782.5298

Semester: Fall 2021
Classroom:
Office: 3955

Course Description

To me, entrepreneurship is a big part of Indigenous heritage. We just called it trade – we have already done so many trades, we are just reawakening to entrepreneurship.

Sunshine Tenasco, Founder, Her Braids

Entrepreneurship is about the process of starting and building a venture. It is a practice and a way of thinking that involves discovering or creating opportunities and then assembling or developing resources to deliver and capture the value related to the opportunity. This course will also assess, explore, critique, and celebrate entrepreneurship as an important aspect of Indigenous and non-Indigenous life. Together we will mix theory with practice and reality, and apply the principles, concepts and frameworks to situations that are important to you. We will explore the enablers and constraints of on reserve and off-reserve entrepreneurship in urban and rural settings. We will explore some of the ways in which Indigenous entrepreneurship may be similar and distinct from non-Indigenous entrepreneurship and explore potential impacts of entrepreneurship on Indigenous communities and cultures.

Objectives

By the end of this course you should be able to:

- Recognize the entrepreneurial potential within yourself and others;
- Appreciate the role of entrepreneurship within society and, Indigenous communities, and in your own personal life; and
- Prepare a Business Model Canvas for a new or expanding business venture.

Course Expectations

You can expect at least 35 in-class hours and 10 hours of out-of-class work weekly for the duration of the course.

Courses may be scheduled in a compressed format where classes are held in intensive sessions, but expectations of consistent preparation and participation remain for the length of the semester.

Course Structure

The course involves lectures, class and case discussions, and a significant amount of group exercise work examining how the theory, methods and tools presented combine and relate to practice and problems in entrepreneurship.
You will be assigned to Entrepreneurship teams to experience and apply concepts and tools covered in the course. During the ‘Opportunity Exploration and Discovery’ session, each team will undertake an exercise to identify an opportunity. As a team you will engage in a number of activities during different course sessions where your opportunity is assessed, developed, tested, shaped, and further developed.

It is important to note that your learning is not dependent on you identifying and developing an ‘amazing’ opportunity. What is important is that you face, experience and reflect on the entrepreneurial issues that determine this journey. The individual assignment asks you to report on this journey and your learning.

In this course you are responsible for protecting your own intellectual property (IP). If you are worried about sharing IP in class or your assignments, then do not share it.

**Books and Materials**

This course has two types of reading:

1. **Required readings**: These will be cases and articles that you must carefully read in order to be able to fully participate in a session. These readings will help you to (i) make valuable contributions during class, (ii) participate in the course activities, and (iii) complete assignments effectively.

2. **Optional readings**: These are additional articles to help support your learning and its application beyond the class room. They provide reference information that supplements and builds on what is covered in class.

Readings are available electronically and can be found on Canvas.

**Learning and Assessments**

**Assessment summary**

Evaluation in the course will be based on a combination of in-class participation, an individual assignment and a team presentation. We aim to provide the grades and feedback for both your assignments within 2 weeks after the due date.

**Summary:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>30%</td>
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<tr>
<td>2. Individual Business Model Canvas Assignment</td>
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<tr>
<td>3. Team Rocket Pitches</td>
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<td><strong>Total</strong></td>
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### Reading and Course Schedule

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<th>Wednesday</th>
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<tr>
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<td>Sept 16</td>
<td>Sept 17</td>
<td>Sept 18</td>
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<td>Morning</td>
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<td>Developing the business model canvas and pitches</td>
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<td>Afternoon</td>
<td>Entrepreneurial mindsets</td>
<td>Afternoon</td>
<td>Afternoon</td>
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<td></td>
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<td>Business models and the business model canvas</td>
<td>Team pitches and wrap up</td>
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### Day 1: September 13

**Afternoon**

**Session:** Entrepreneurial Mindsets  
**Learning objectives:** In this session we explore what entrepreneurship is, what entrepreneurs are and their impact on society.  
**Required Reading** “What Makes Entrepreneurs Entrepreneurial?” by Sara Sarasvathy  
**Questions** What attributes do entrepreneurs have? How are entrepreneurs portrayed in popular (non-Aboriginal) culture?  
**Optional Reading:** “Test for the Fainthearted” by Walter Kuemmerle

### Day 2: September 14

**Morning**

**Session:** Opportunity Exploration and Discovery  
**Learning Objectives:** In this session we will apply the initial tenets of design thinking to identify opportunities. Working in teams you will be given a set of photographs that portray various instances of life in a community. From these you will identify problems and needs, and then brainstorm opportunities, one of which you will select and shape throughout the course.  
**Required Reading:** “Idea Generation” by Heidi Neck and “Good Ideas and How to Generate Them” by B. Nalebuff and I. Ayres  
**Questions:** How are entrepreneurial opportunities identified? What do you need to do to be more open to identifying ideas?  
**Optional Reading:** “Design Thinking” by Tim Brown
### Afternoon

**Session:** The Business Model Canvas

**Learning Objectives:** Each business has a model whether it is explicitly recognized or not. Business models are the way that a business leverages resources and relationships in order to create value for clients. The Business Canvas is a useful and increasingly popular way to plan and communicate a business model. One of the goals of this session will be to explore the usefulness of the Business Canvas as an alternative or compliment to conventional business models. We will also explore the impact that business models can have on the cash flow of a venture.

**Required Reading:** None

**Questions:** None

**Optional Reading:** “Business Model Generation” by Alexander Osterwalder & Yves Pigneur

### Day 3: September 15

### Morning

**Session:** Developing the Business Model Canvas

**Learning Objectives:** In your teams use the Business Model Canvas to design the business model for the entrepreneurial opportunity you identified earlier in the week.

Teams will also learn what a pitch is and how to develop one for the opportunity they identified and developed during the course. You will be given guidelines on what the pitch must include.

**Required Reading:** [https://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/](https://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/)

**Questions:** What is the purpose of pitch? Why do pitches have a specific format and guidelines?

**Optional Reading:** None

### Afternoon

**Session:** Finalize Business Models and Pitches

**Learning Objectives:** In this session you will work in your teams on your business models and the develop the pitches to present them

**Required Reading:** None

**Questions:** None

**Optional Reading:** None
Session: Team Pitches and Wrap Up

Learning Objectives: During this session each team will present their pitch. Your pitch is a gift to your fellow students and their feedback is a gift to you. You will have 5 minutes and can use up to five PowerPoint slides for each pitch. You will be timed and asked to stop presenting if you exceed your allotted time.

Student Evaluation

Participation (30%)

Your participation grade is based on your preparation, attendance, and contributions to the learning in this course. You are expected to attend all scheduled classes. The criteria used to assess participation are:

- Do you attend classes?
- Do you attend on time?
- Are you a good listener?
- Do you use your electronic devices (e.g., phones and laptops) appropriately in class or do you conduct other work and activities during class time?
- Are your contributions relevant to the class discussion and learning?
- Do you participate in and provide contributions to your group activities?
- Do your contributions use appropriate language and concepts as introduced by the readings?
- Are your contributions insightful and do they enhance learning?
- Do your contributions relate to, connect and apply appropriate theory, methods and examples within the course and between courses?

Individual Business Model Canvas Assignment (60%)

Use the nine building blocks of the Business Model Canvas to develop a plan for an entrepreneurial opportunity. The opportunity can be the one that was identified and developed in your teams during the course, or another opportunity that you wish to explore and develop. For each building block, develop a series of questions that remain to be answered. Outline one Lean Start-up experiment for answering that question.

The grading criteria are as follows:

- Quality of the writing, structure and style - 20%
- Credibility of the explanations and predictions - 50%
- Credibility of the experiments - 30%

The maximum length for this paper is 4,000 words including the one-page Business Model Canvas.

Individual assignments to be submitted to Canvas by 11:59 pm on October 2, 2020. Please include your full name and student # on the assignment.

Team Business Model Canvas Presentation (10%) – September 18, 2020

For this your team will present their pitch. You will have 5 minutes and can use up to five PowerPoint slides for each pitch. You will be timed and asked to stop presenting if you exceed your allotted time.

The grading criteria are as follows:

- How compelling is the content? Would investors and customers invest in your plan, venture and its products/services? (50%)
- How compelling are you? Would investors and customers be excited by your style, your expertise and passion? Are you a team that captivates investors and customers? (50%)

**Academic Integrity**

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**ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS**

**About the Course Instructor**

**Dr. Ian McCarthy**

![Dr. Ian McCarthy](image)

Office: Segal 3955  
Office phone: 778 782 5298  
Email: ian_mccarthy@sfu.ca  
Blog: [http://itdependsblog.blogspot.ca/](http://itdependsblog.blogspot.ca/)

I am the W.J. VanDusen Professor of Innovation & Operations Management, and the Director of the CPA Innovation Centre in the Beedie School of Business. I’m from the U.K. originally, but have now lived and worked in Vancouver, Canada, since 2003. My mother and my father both were from families in County Cork in Ireland. The McCarthy surname is derived from the byname “Carthach” meaning “loving”. However, as the medieval McCarthy clan was supposedly infamous for their violent disputes with their neighbors, it is felt that the origins of this surname are deliberately ironic.

My research and teaching focus on how firms should be created, designed and managed so as to succeed in different industries. As an expert in process design, systems thinking concepts, quality management, benchmarking, and change management, I work with professionals and their organizations to understand, re-design, and change their operations.

I like to engage with communities via digital communications platforms, and thus blog actively at itdepends4.blogspot.com. I also use Twitter (@Toffeemen68) and currently have more than 22,000 followers and was named alongside Arianna Huffington, Deepak Chopra and Sir Richard Branson on Business Insider’s prestigious list, “54 Smart Thinkers Everyone Should Follow on Twitter.” I do not use the Twitter messaging function to communicate. I use email.
## New Graduate Course Proposal

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>622</th>
<th>Units (eg. 4)</th>
<th>4.0</th>
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</thead>
</table>

### Course title (max. 100 characters)

**Fundamentals of Project Management in Indigenous Organizations**

### Short title (for enrollment/transcript - max. 30 characters)

**Project Management**

### Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)

Please see attached

### Rationale for introduction of this course

**Expertise in project management is constantly in high demand within Indigenous communities. This is a new course that develops the competencies and skills of Indigenous leaders for planning and managing projects and understanding interpersonal issues that drive successful project outcomes.**

### Term of initial offering (eg. Fall 2019)

**Fall 2021**

### Course delivery (eg. 3 hrs/week for 13 weeks)

**7 hrs/day for 5 days**

### Frequency of offerings/year

**Once/year**

### Estimated enrollment per offering

**28-35**

### Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

**Prerequisite:** Only for students in the IBL EMBA program.

### Criminal record check required?

- [ ] Yes
- [x] No

### Additional course fees?

- [ ] Yes
- [x] No

### Campus where course will be taught

- [x] Burnaby
- [ ] Surrey
- [x] Vancouver
- [ ] Great Northern Way
- [ ] Off campus

### Course Components *

- [x] Lecture
- [ ] Seminar
- [ ] Lab
- [ ] Independent
- [ ] Capstone
- [ ] Other

### Grading Basis

- [x] Letter grades
- [ ] Satisfactory/ Unsatisfactory
- [ ] In Progress / Complete

### Repeat for credit?

- [ ] Yes
- [x] No

### Total repeats allowed?

**______________**

### Repeat within a term?

- [ ] Yes
- [x] No

### Required course?

- [x] Yes
- [ ] No

### Final exam required?

- [ ] Yes
- [x] No

### Capstone course?

- [ ] Yes
- [x] No

### Combined with a undergrad course?

- [ ] Yes
- [x] No

* If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

tba

CONTACT PERSON

Academic Unit / Program: Beedie School of Business
Name (typically, Graduate Program Chair): Debra Hoggan, Manager
Email: dhoggan@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee
Department Chair: Eric Werker, A/Academic Director

Faculty Graduate Studies Committee

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? □ YES

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ____________________

Course Attribute: ____________________

Course Attribute Value: ____________________

Instruction Mode: ____________________

Attendance Type: ____________________

If different from regular units:

Academic Progress Units: ____________________

Financial Aid Progress Units: ____________________
BUS 622: FUNDAMENTALS OF PROJECT MANAGEMENT IN INDIGENOUS ORGANIZATIONS

Instructor: TBA  Semester: Fall 2021
Email:  Class Room:  
Phone:  Office:  

Course Description

Good project management is synonymous with good leadership. This course introduces the fundamentals of project management and guides students through the project management tools and skills necessary to successfully launch, lead and realize benefits from Indigenous owned and managed projects.

This course focuses on the project management life cycle, proven tools and techniques, and the role of the project manager. It balances practice and theory while focusing on developing the skills to help Indigenous leaders become effective project managers. Students will gain a solid understanding of current project management methodologies and techniques that are being applied worldwide. They also will learn relevant management skills to ensure success in working with teams and entire organizations. In addition to the core training in the fundamentals of project management, students are introduced to appropriate best practices that are relevant for small size to complex projects.

Objectives

This course focuses on project management methodology that will allow you to initiate and manage projects efficiently and effectively. You will learn key project management skills and strategies and you will have the opportunity to apply this knowledge through a variety of assignments.

Upon completion of the course, you will have:

- A knowledge base of project management tools, techniques and skills
- A broader awareness of all components of a project life cycle: from initial project management design through to project completion
- Resources to develop strategies to address and manage project costs, quality and delivery
- Increased skills and confidence to lead effective project management teams in your organization

Course Expectations

You are expected to be present for all classes, arrive on time and submit all assignments on or before the due date. You can expect at least 35.0 hours of in-class time and an average of 10 hours of out-of-class work weekly to complete readings and assignments.

IBL courses are scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

Course Structure
This course will consist of a combination of lecture, discussion and dialogue around case studies, with emphasis on active learning.

**Book and Materials**

1. The course will include one required textbook, which will be distributed one month prior to the start date.
2. Other course materials will be provided on Canvas or distributed during the class.

**Learning and Assessments**

**Assessment Summary**

The following schedule shows how course grades will be determined:

<table>
<thead>
<tr>
<th></th>
<th>Assignment 1 – Outline for Project</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Assignment 2 – Schedule/Gantt chart for Project</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Other – Leadership</td>
<td>5%</td>
</tr>
<tr>
<td>Team</td>
<td>Assignment 3 – Scope Statement/Project Charter</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Assignment 1**

Due: Nov at 10:00 pm

2 – page Introduction for Final Project (Applied Project)

**Assignment 2**

Due: Nov at 10:00 pm

Develop a Schedule for completion of Final Project complete with a Gantt chart

**Assignment 3 – Team Project**

Due: Nov at 10:00 pm

To select a project and develop a Project Charter.

**Other**

5% of your mark goes towards demonstration of good leadership qualities including participation, submitting assignments on time, communication and sharing experiences with cohort.

**Readings and Course Schedule**
Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

A detailed course schedule will also be available on Canvas.

Academic Integrity

SFU's Academic Integrity web site http://www.sfu.ca/students/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

About the Course Instructor

A biography will be posted on Canvas.
BUS 622

DESCRIPTION:

Fundamentals of project management and the roles in successful project leadership. Explores the project management life cycle, proven tools and techniques, and the role of the project manager. Introduces Agile approaches to project management and contrasts with traditional approaches. Balances practice and theory while focusing on developing the skills to help Indigenous leaders become effective project managers.
New Graduate Course Proposal

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number (eg. 810)</td>
<td>626</td>
</tr>
<tr>
<td>Units (eg. 4)</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Course title (max. 100 characters)
Financial and Managerial Accounting for Indigenous Leaders

Short title (for enrollment/transcript - max. 30 characters)
Financial Managerial Acct

Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)
Please see attached

Rationale for introduction of this course
Sound accounting procedures are a significant factor in the economic well-being of Indigenous organizations. This new course introduces tools and techniques that Indigenous leaders can utilize to realize sustainable economic development opportunities for their communities.

Term of initial offering (eg. Fall 2019)
Fall 2021

Course delivery (eg. 3 hrs/week for 13 weeks)
7 hrs/day for 5 days

Frequency of offerings/year
Once/year

Estimated enrollment per offering
28-35

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

Prerequisite and/or Corequisite
Prerequisite: Only for students in the IBL EMBA program.

Criminal record check required? Yes
if yes is selected, add this as prerequisite

Additional course fees? Yes

Yes

No

Campus where course will be taught
Burnaby
Surrey
Vancouver
Great Northern Way
Off campus

Course Components *
Lecture
Seminar
Lab
Independent
Capstone

Grading Basis
Letter grades
Satisfactory/ Unsatisfactory
In Progress / Complete

Repeat for credit? Yes
No
Total repeats allowed?

Repeat within a term? Yes
No

Required course? Yes
No
Final exam required? Yes
No

Capstone course? Yes
No

Combined with a undergrad course? Yes
No

If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
**RESOURCES**
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Zain Nayani

Additional faculty members, space, and/or specialized equipment required in order to offer this course

**CONTACT PERSON**

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beedie School of Business</td>
<td>Debra Hoggan, Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
</tr>
</tbody>
</table>

**ACADEMIC UNIT APPROVAL**
A course outline must be included.

Non-departmentalized faculties need not sign

<table>
<thead>
<tr>
<th>Graduate Program Committee</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
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<tr>
<td>Eric Werker, A/Academic Director</td>
<td>Signature</td>
<td>Date</td>
</tr>
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<td></td>
<td></td>
<td>January 3, 2020</td>
</tr>
</tbody>
</table>

**FACULTY APPROVAL**
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

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</table>

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**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

<table>
<thead>
<tr>
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**ADMINISTRATIVE SECTION (for DGS office only)**

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If different from regular units:

<table>
<thead>
<tr>
<th>Academic Progress Units:</th>
<th>Financial Aid Progress Units:</th>
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Page 2 of 2 Revised December 2017
BUS 626: FINANCIAL AND MANAGERIAL ACCOUNTING FOR INDIGENOUS LEADERS

Instructor: Zain Nayani  Semester: Spring 2022
Email: zain_nayani@sfu.ca  Classroom:
Phone:  Office:

Course Description

Sound financial and managerial accounting procedures are a significant factor in the health and well-being of any community or organization. Informed business decisions can be made by listening to beneficiaries, being transparent and accountable, and using relevant financial data. Accounting plays a critical role when it comes to such decision-making. It is the language in which an organization communicates its activities with internal and external users.

This course is divided into three components: i) Financial Governance will examine the case of a small BC Band to understand why governance is critical for the well-being of an organization; ii) Financial Accounting will explore basic accounting principles and the system used to record transactions, summarize and present them as financial statements; and iii) Managerial Accounting will focus on how decisions are made within an organization and importance of its planning and controlling functions.

This course is designed for mid-career professionals, community and business leaders, and champions who share a concern for sustainable economic development, ethical business practices, nation-building, and self-determination. Prior knowledge of accounting or exposure to accounting courses is not a pre-requisite.

Objectives

Our goal is to equip students with tools and techniques to record, prepare, analyze and use financial information to make informed and sound business decisions, both for internal and external purposes. By the end of this course, successful students will be able to:

- Link financial governance with organizational strategy and understand how it complements a vision
- Understand the regulatory environment in which financial statements are prepared
- Use basic accounting equation and recognize assets, liabilities, equity, revenues and expenses
- Interpret and analyze financial statements to guide business decision-making
- Utilize accounting information to make a variety of strategic business and management decisions
- Apply budgeting and forecasting techniques for planning and performance monitoring

Course Expectations

In addition to 35 hours of class time, you can expect at least 10 hours of out-of-class work weekly to complete readings, conduct research and finish assignments.
IBL courses are scheduled in a compressed format where classes are held in intensive sessions, but expectations of consistent preparation and participation remain for the length of the semester.

Course Structure

The course will commence with an orientation presentation describing the course plan, agenda and activities. This presentation will be uploaded on Canvas in December 2020 and will be followed by a mixture of readings, reflective essay, lectures, discussions, case analysis, quizzes and a group assignment in January and February 2021.

Books and Materials

3. Copies of class presentations and any additional readings will be provided on Canvas

Learning and Assessments

Assessment summary

Evaluation in the course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

<table>
<thead>
<tr>
<th></th>
<th>Reflective essay</th>
<th>Class Participation</th>
<th>Quizzes (2 @ 15% each)</th>
<th>Group Assignment</th>
<th>Total</th>
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<tr>
<td>Individual</td>
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<td>Group</td>
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Reflective Essay Due: Jan, 2022 at 10:00 PM

Students will write a short reflective essay that discusses: i) their experience of dealing with financial matters during their career; ii) why they chose the EMBA program; and iii) what are their expectations of the BUS 670 course. Your response to these three questions will assist with the design of class discussions and presentations. Please keep your essay between 400-500 words and respond to all three points stated above.

Students will receive feedback on reflective essay by January 30.

Class Participation Due: Jan, 2022 at 5:00 PM

Students are encouraged to actively participate in class discussions and group assignments. All constructive contributions are welcome and will be recognized accordingly.
Quizzes

Due: Jan, 2022 at 5:00 PM

There will be two quizzes held in class on between Sessions 5 and 6 and between Sessions 9 and 10. The quizzes will test financial and managerial accounting knowledge respectively. Both quizzes will consist of short questions designed to test the concepts discussed in sessions prior to each quiz.

Group Assignment

Due: Feb, 2022 at 10:00 PM

By the end of ninth session, students will have acquired a good understanding and knowledge of all three components of BUS 626. Group assignment will test this knowledge and allow students to apply tools and techniques learned during each of the sessions. Students will work in groups assigned by the IBL program.

Each group will select an organization and use its most recent annual report, as well as other publicly available data, to compile a comprehensive report. This organization could be either a public, private or not-for-profit sector entity. The report must be geared towards readers who are interested in the financial affairs and/or want to do business with the selected organization. More details of this assignment will be provided in the orientation presentation as well as the last session of the course as stated below. Please note that the maximum word limit for this assignment is 2,500 words. The word count does not include cover page, index, tables, graphs and citations. You can find more details of this assignment on Canvas.

Readings and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

Schedule

Presentations for each session below will be made available electronically on Canvas before the session. We will commence each session with a quick recap of the previous session.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Learning Outcome</th>
<th>Pre-reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 20 morning</td>
<td>Financial Governance</td>
<td>Establish the link between good governance, strategy, financial management and decision-making</td>
<td>Kanaka Bar’s Case Study</td>
</tr>
<tr>
<td>2</td>
<td>Jan 20 afternoon</td>
<td>Introduction to Accounting</td>
<td>Gain a basic understanding of the accounting function and the regulatory environment of Canada</td>
<td>Collier Chapters 1-2</td>
</tr>
<tr>
<td>3</td>
<td>Jan 21 morning</td>
<td>Recording Financial Transactions</td>
<td>Recognize assets, liabilities, equity, revenues and expenses, and how each one is recorded</td>
<td>Collier Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
<td>Source</td>
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</tr>
<tr>
<td>4</td>
<td>Jan 21 afternoon</td>
<td>Preparing Financial Statements</td>
<td>Construct financial statements in accordance with accounting standards and understand management’s responsibility during the process</td>
<td>Collier Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Jan 22 morning</td>
<td>Analyzing and Interpreting financial Statements</td>
<td>Examine annual reports of organizations and use ratio analysis to interpret its profitability, liquidity, leveraging and efficiency</td>
<td>Collier Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>Jan 22 afternoon</td>
<td>Management Control and Inventory Management</td>
<td>Explore management control systems, measurement of non-financial factors and accounting for inventory</td>
<td>Collier Chapters 6-7</td>
</tr>
<tr>
<td>7</td>
<td>Jan 23 morning</td>
<td>Using financial Information for Core Business Decisions</td>
<td>Apply accounting techniques for marketing, operating and HR functions and classify different types of organizational costs</td>
<td>Collier Chapters 8-11</td>
</tr>
<tr>
<td>8</td>
<td>Jan 24 afternoon</td>
<td>Strategic Investments Decisions</td>
<td>Use various capital investment appraisal techniques for strategic business decisions</td>
<td>Collier Chapter 12</td>
</tr>
<tr>
<td>9</td>
<td>Jan 25 morning</td>
<td>Evaluating Performance, Budgeting and Controlling</td>
<td>Understand different types of organizational structures with emphasis on budgeting, forecasting and variance analysis</td>
<td>Collier Chapters 13-15</td>
</tr>
<tr>
<td>10</td>
<td>Jan 25 afternoon</td>
<td>Group Assignment</td>
<td>Discuss the deliverables and test knowledge gathered during the course</td>
<td>See Learning &amp; Assessment</td>
</tr>
</tbody>
</table>

### Academic Integrity

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**ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS**
About the Course Instructor

Zain was born and raised in Karachi in a hard-working Ismaili Kutchi family. Along with his parents and two younger siblings, he spent 23 years of his life at his family’s place. During this time, Zain equipped himself with the basic education and skills needed to support his family and himself. By 2010, Zain held a B.Sc. in Applied Accounting and had gained some experience in internal audit, finance and administrative departments of different institutions under the Aga Khan Development Network. In the same year, he became an Affiliate of the ACCA in UK. Eventually, Zain became ACCA’s full Member in 2012 and has been a Fellow since 2017.

In 2011, Zain moved to Canada to pursue higher education, learn about himself and advance his career. He chose Canada because of the diversity of its people and culture. By 2013, Zain had completed his MBA at SFU, interned at Kanaka Bar Indian Band and founded his professional practice ZN Advisory. He had also gained membership of CGA (now known as CPA) Canada. As of 2018, Zain has worked with various Indigenous communities, academic institutions and other organizations on issues pertaining (but not limited) to governance, community planning, human and economic development, and financial management. He is very grateful to the life he has, enjoys living in Vancouver with his wife and loves to explore the BC outdoors.
BUS 626

DESCRIPTION:

Considers financial governance, financial and managerial accounting and focuses on how decisions are made within an organization and the importance of planning and controlling functions. Designed for mid-career professionals, community and business leaders, and champions who share a concern for sustainable economic development, ethical business practices, nation-building, and self-determination. Prior knowledge of accounting or exposure to accounting courses is not a pre-requisite.
## New Graduate Course Proposal

### Course Information

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>630</th>
<th>Units (eg. 4)</th>
<th>4.0</th>
</tr>
</thead>
</table>

### Course title (max. 100 characters)

Data and Decision Making for Indigenous Businesses

### Short title (for enrollment/transcript - max. 30 characters)

Data and Decision Making

### Course description for SFU Calendar

This is a new course that addresses the concerns of Indigenous communities over access to quality data and their interest to drive their data agenda through practicing Indigenous data sovereignty and governing their information.

### Term of initial offering (eg. Fall 2019)

- **Fall 2021**

### Course delivery (eg. 3 hrs/week for 13 weeks)

- **7 hrs/day for 5 days**

### Frequency of offerings/year

- **Once/year**

### Estimated enrollment per offering

- **28-35**

### Equivalent courses

- None

### Prerequisite and/or Corequisite

- **Prerequisite:** Only for students in the IBL EMBA program.

### Criminal record check required

- Yes

### Additional course fees

- Yes ✔

### Campus where course will be taught

- Burnaby ✔
- Surrey ✔
- Vancouver ✔
- Great Northern Way
- Off campus

### Course Components

- Lecture ✔
- Seminar ✔
- Lab ✔
- Independent ✔
- Capstone ✔

### Grading Basis

- Letter grades ✔
- Satisfactory/ Unsatisfactory
- In Progress / Complete

### Repeat for credit?

- Yes ✔

### Total repeats allowed

- ____________

### Repeat within a term?

- Yes ✔

### Required course?

- Yes ✔

### Final exam required?

- Yes ✔

### Capstone course?

- Yes ✔

### Combined with a undergrad course?

- Yes ✔

* See important definitions on the curriculum website.
RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

tba

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
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<td>Debra Hoggan, Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

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<tr>
<td>Eric Werker, A/Academic Director</td>
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FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

<table>
<thead>
<tr>
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<tbody>
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ____________________

Course Attribute: __________________
Course Attribute Value: _____________
Instruction Mode: _________________
Attendance Type: _________________

If different from regular units:

Academic Progress Units: _______________
Financial Aid Progress Units: _______________
**BUS 630: DATA AND DECISION MAKING FOR INDIGENOUS BUSINESSES**

**Instructor:** TBA  
**Semester:** Spring 2022

**Email:**  
**Classroom:**

**Phone:**  
**Office:**

**Course Description**

Data created and gathered by and for Indigenous peoples reflects their goals, priorities, and worldviews and provides a sound foundation on which to make decisions that affect their futures. This course looks at three key areas of data: data analytics; tools and resources for gathering and interpreting data; and Indigenous data sovereignty.

The need and importance of relevant, high quality, accessible data to support the Indigenous business community cannot be ignored. The course will include an overview of the current definition and understanding of Indigenous data sovereignty and an overview of the work that is being done to advance these issues both nationally and internationally. Indigenous led initiatives to establish relevant, culturally based indicators and culturally appropriate methods to gather, store and share national-level statistics will also be discussed.

**Objectives**

The primary objectives of this course are:

- To create an awareness of data on decision making in the Indigenous business community.
- To enhance the skills and capabilities of Indigenous leaders to take today's growing wealth of real-world data and translate it into actionable insights for new and growth businesses.

Students will also acquire the following skills and knowledge:

- An increased awareness of how national and international initiatives to
- Tools and resources available. Exposure to advanced statistical tools to properly analyze complex data and how to prepare and interpret visual representation of data
- To improve the quality of or access to data or statistical information related to
- Sharpen your core data analysis and management skills
- Explore emerging technologies and practices
- Learn how to interpret your findings and use them to uncover valuable business insights
- To gain an understanding of how managers use business analytics to formulae and solve business problems and to support managerial decision making
- To become familiar with the recesses needed to develop report and analyze business data
- To learn how to use and apply Excel to assist with solving business problems

**Course Expectations**

The course requires 35 hours of in-class activities. At least 10 hours of out-of-class work weekly to prepare for class and complete assignments is also required.
Course Structure

The course includes lectures, presentations and demonstrations that emphasize discussion and illustration of methods as well as hands-on practical exercises the provide an opportunity to test and develop skills. The use of software supports the presentation of the material. Students complete assigned readings, team projects and participate in exercises and discussions. Guest speakers with data experience will be invited to visit the class.

Book and Materials

There is no text for this course. Instead, we will draw heavily on resources available on the Internet and hands-on activities.

Learning and Assessments

Assessment Summary

Evaluation in the course will be based on the following:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Data Gathering Questionnaire</td>
</tr>
<tr>
<td>Assignment 1 - Research</td>
<td>Data Research Report</td>
</tr>
</tbody>
</table>

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<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Assignments – Further details to be provided shortly

**Assignment 1**

Due: Feb 2022 at 10:00 PM

4 page research paper on Indigenous data gathering for a new business venture

**Team Assignment – Data Gathering Questionnaire**

Due: Feb 2022 at 10:00 PM

Within their teams, students will develop a questionnaire for gathering data

**Team Assignment – Data Research Report**

Due: Feb 2022 at 10:00 PM

Teams will compile research into a final report

Participation

Participation will be assessed based on contributions during class, sharing experiences and views, and leadership.

Readings and Course Schedule

Supplement readings can be found on Canvas or distributed during class. A detailed course schedule will be posted on Canvas.

Academic Integrity

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

About the Course Instructor

A brief biography on the Instructor will be posted on Canvas.
BUS 630

DESCRIPTION:

Considers data analytics including descriptive statistics and the tools and resources for gathering and interpreting data. Provides discussion of data visualization and techniques for communicating effectively using data to support the narrative. Explores methods of decision making and understanding of Indigenous data sovereignty. Indigenous-led initiatives to establish relevant, culturally based indicators and culturally appropriate methods to gather, store and share national-level statistics will also be discussed.
### Marketing Strategies for Indigenous Leadership

**Course title (max. 100 characters)**

Marketing Strategies for Indigenous Leadership

**Short title (for enrollment/transcript - max. 30 characters)**

Marketing Strategies

**Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)**

Please see attached

**Rationale for introduction of this course**

Marketing Indigenous brands often must take into consideration cultural protocols, sustainability and Indigenous world views. This course was developed to provide Indigenous leadership with an opportunity to become familiar with marketing concepts while exploring appropriate strategies.

**Term of initial offering (eg. Fall 2019)**

Fall 2021

**Course delivery (eg. 3 hrs/week for 13 weeks)**

7 hrs/day for 5 days

**Frequency of offerings/year**

Once/year

**Estimated enrollment per offering**

28-35

**Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)**

**Prerequisite and/or Corequisite**

Prerequisite: Only for students in the IBL EMBA program.

**Criminal record check required?**

☑ Yes       if yes is selected, add this as prerequisite

**Additional course fees?**

☑ Yes       ☐ No

**Campus where course will be taught**

☑ Burnaby       ☐ Surrey       ☑ Vancouver       ☐ Great Northern Way       ☐ Off campus

**Course Components**

☑ Lecture       ☐ Seminar       ☐ Lab       ☐ Independent       ☐ Capstone

**Grading Basis**

☑ Letter grades       ☐ Satisfactory/ Unsatisfactory       ☐ In Progress / Complete

**Repeat for credit?**

☑ Yes       ☐ No

**Total repeats allowed?**

____________________

**Repeat within a term?**

☑ Yes       ☐ No

**Required course?**

☑ Yes       ☐ No

**Final exam required?**

☐ Yes       ☑ No

**Capstone course?**

☐ Yes       ☑ No

**Combined with a undergrad course?**

☐ Yes       ☑ No

If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

_tba_

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beedie School of Business</td>
<td>Debra Hoggan, Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
</tr>
</tbody>
</table>

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

<table>
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<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Werker, A/Academic Director</td>
<td>[Signature]</td>
<td>January 3, 2020</td>
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FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

<table>
<thead>
<tr>
<th>Faculty Graduate Studies Committee</th>
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</tr>
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<tbody>
<tr>
<td>Andrew Gemino, Assoc. Dean</td>
<td>[Signature]</td>
<td>January 3, 2020</td>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

<table>
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ADMINISTRATIVE SECTION (for DGS office only)

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If different from regular units:

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</tbody>
</table>
Indigenous Business Leadership

BUS 657: MARKETING STRATEGIES FOR INDIGENOUS LEADERSHIP

Instructor: TBA
Semester: Spring 2022
Email:
Classroom:
Phone:
Office:

Course Description

Addressing challenges involved in launching, leveraging and accelerating Indigenous products, services or an Indigenous-owned company is a major marketing challenge. Given that most ideas in marketing have been borne out of Eurocentric ideas and little has been written from diverse perspectives, this course takes a critical approach that seeks to decolonize the field. So, while we will start with the dominant paradigm of ideas, we have a responsibility to critique them, reject them and replace them when appropriate.

The course is designed for managers and executives who may have a range of marketing expertise. The concepts and materials are designed to enlighten those with little marketing experience while challenging those of you who have more extensive marketing backgrounds. Importantly, the course will allow you as managers/executives/entrepreneurs to learn new marketing concepts and then apply these to your specific organizational contexts. The success of the course depends heavily on your willingness to contribute and share your own experiences and insights. A variety of approaches will be employed; including seminars, workshops, guest speakers, and teamwork.

In this course, we explore and advance some of the key strategic issues facing marketing decision makers. I have identified five broad topics that I consider to be interesting, but more importantly, the critical themes that will face marketers in their functions and responsibilities as general managers in formulating, co-operating with, and implementing, corporate marketing strategies and policies. You will find yourself in a managerial role, often that of CEO or CMO, having to determine the overall direction the organization will take regarding its relationships with its customers.

Objectives

Marketing is both a process and a body of knowledge. This course aims to build your decision-making, managerial and critical thinking skills in addition to providing you with the knowledge of marketing you will need as professional managers, leaders, entrepreneurs, executives or social advocates. Through a variety of pedagogical approaches, the course aims to equip you to manage the marketing function yourself or work with those in the marketing function to achieve the organization's overall objectives. Because of the varied sectors in which you work, we will examine marketing in a number of contexts; including government, private sector, entrepreneurial, social enterprise and healthcare among others. Marketing today requires the ability to manage in international and multicultural contexts. Hence, we will examine these concepts in both domestic and international contexts.

Over-all goals are:

- To cultivate the foundation skills needed to address the responsibilities of marketing and leadership of Indigenous ventures
To sharpen those skills by applying them to situations that Indigenous business leaders may face in their organizations
To introduce you to marketing tools and concepts that are culturally appropriate and have been developed and proven by businesses and organizations
To demonstrate the appropriateness of those tools and concepts by applying them to situations like those you will face upon leaving the IBL program
To reinforce the principles that are essential for a creative, self-disciplined team to lead a high-performance Indigenous company in a fast-changing market place.

Course Expectations
You can expect at least 35 hours of class work and approximately 10 hours of out-of-class work to prepare for class, conduct research or to complete assignments.

Course Structure
The course consists of a variety of approaches including: lectures, discussions, guest speakers, case studies and teamwork.

Successful marketers need to master a number of skills and a vast body of knowledge. Most importantly successful marketers need to turn analysis into creative ideas that can be implemented. In order to accomplish this, we will use a number of pedagogical approaches as follows:

1. Marketing Research and Marketing Forecasting:
   "There's a world of difference between truth and facts. Facts can obscure truth." Maya Angelou

2. Understanding and Connecting with Customers:
   "The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself. "Peter Drucker

3. Market Segmentation and Target Marketing:
   "Choose the customers you want to serve. Don't just go after everyone." Philip Kotler

4. Industry and Competitive Analysis:
   "Poor firms ignore their competitors; average firms copy their competitors; winning firms lead their competitors." Philip Kotler

5. Branding & Product Strategy:
   "Give them quality. That's the best kind of advertising." Milton Hershey, founder of the Hershey Chocolate Company.

6. Service Strategy:
   "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

7. Pricing Strategy:
   "Sell Value not Price." Philip Kotler

8. Promotions Strategy: Take Command of the Narrative
   "Right-wing pundits continually framed First Nations issues as a drain on taxpayers when, in
fact, Indigenous communities were presenting a major growth opportunity." — Charlie Angus, Children of the Broken Treaty: Canada’s Lost Promise and One Girl's Dream

9. Distribution Strategy
“Today’s leading real-world retailer, Wal-Mart, uses software to power its logistics and distribution capabilities, which it has used to crush its competition”. - Marc Andreessen

10. Ethics, Sustainability and Corporate Social Responsibility: These are topics that will be transversal-related to all other topics and not treated in isolation.

Cases

Cases and readings are available on Canvas under Modules. We have selected a number of cases that demonstrate various scenarios that real practitioners and decision-makers have had to face. These cases provide scenarios similar to ones that you may face in real practice. These are invaluable resources to allow us to learn vicariously by other people’s successes and failures. We will put ourselves in the situation of the decision-maker and attempt to use the data to derive our own decisions. It is the process of doing this that really matters, not what actually happened in these cases. It is absolutely critical that you prepared these cases prior to class. These cases are very long and require several hours of diligent work in order to fully prepare them. So, leave yourself a lot of time to do this. You will be challenged in class to defend your analysis and decisions. Often this is through a Socratic approach of probing questions. This method has been shown to be highly effective over time, despite the frustrations that are usually experienced initially.

Guest Lectures

We will be hosting guest speakers whose experience and insights we hope to draw on. They have been carefully selected and will always be an opportunity for you to dialogue with them.

Book and Materials

The textbook provides the most up-to-date tools and state-of-the-art knowledge in marketing thoughts and research from both academic as well as practitioners’ point of view. The textbook will be a major resource for you during this course. It contains most of the concepts that you will need to know. It is therefore vital that you prepare the chapters prior to class. This textbook will be a resource that you can refer to long after the course has ended.

- Marketing, 4th ED.
- Author(s): Grewal, Dhruv; Levy, Michael; Persaud, Ajax; Lichti, Shirley (2018)
**Learning and Assessments**

**Assessment summary**

Evaluation in the course will be based on a combination of group and individual work.

<table>
<thead>
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<th>Individual</th>
<th>- Pre-course Assignment</th>
<th>- A series of Journaling and Learning Reflection and Final Summary</th>
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<td>Total</td>
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<td>100%</td>
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</table>

**Readings and Course Schedule**

A detailed reading list and course schedule will be uploaded on Canvas.

**Academic Integrity**

SFU’s Academic Integrity web site [http://www.sfu.ca/students/academicintegrity.html](http://www.sfu.ca/students/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

**About the Course Instructor**

The instructor’s bio will be uploaded on Canvas.
BUS 657

DESCRIPTION:

Explores and advances strategic issues facing marketing decision-makers. Examines marketing approaches in indigenous and multicultural contexts across a number of industries including government, private sector, entrepreneurial, social enterprise and healthcare. Designed for participants with a range of marketing expertise. A variety of approaches will be employed including seminars, workshops, guest speakers, and teamwork.
**New Graduate Course Proposal**

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
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<tr>
<td>BUS</td>
<td>665</td>
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</table>

**Course title (max. 100 characters)**

**Indigenous Policy and Governance**

**Short title (for enrollment/transcript - max. 30 characters)**

*Indigenous Policy and Gov*

**Course description for SFU Calendar**

Course description should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description.

*Please see attached*

**Rationale for introduction of this course**

*Please see attached*

<table>
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**Frequency of offerings/year**

Once/year

**Estimated enrollment per offering**

28-35

**Equivalent courses**

Courses that replicate the content of this course to such an extent that students should not receive credit for both courses.

**Prerequisite and/or Corequisite**

*Prerequisite: Only for students in the IBL EMBA program.*

**Criminal record check required?**

- [ ] Yes  
- [x] No

**Additional course fees?**

- [ ] Yes  
- [ ] No

**Campus where course will be taught**

- [ ] Burnaby  
- [ ] Surrey  
- [ ] Vancouver  
- [ ] Great Northern Way  
- [ ] Off campus

**Course Components**

- [ ] Lecture  
- [ ] Seminar  
- [ ] Lab  
- [ ] Independent  
- [ ] Capstone

**Grading Basis**

- [x] Letter grades  
- [ ] Satisfactory/ Unsatisfactory  
- [ ] In Progress / Complete

**Repeat for credit?**

- [ ] Yes  
- [x] No

**Total repeats allowed?**

_____________________

**Repeat within a term?**

- [ ] Yes  
- [x] No

**Required course?**

- [x] Yes  
- [ ] No

**Final exam required?**

- [ ] Yes  
- [x] No

**Capstone course?**

- [ ] Yes  
- [x] No

**Combined with a undergrad course?**

- [x] Yes  
- [ ] No

If yes, identify which undergraduate course and the additional course requirements for graduate students:

*See important definitions on the curriculum website.*
**RESOURCES**

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

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<td>John Borrows</td>
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Additional faculty members, space, and/or specialized equipment required in order to offer this course

**CONTACT PERSON**

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**ACADEMIC UNIT APPROVAL**

A course outline must be included.

Non-departmentalized faculties need not sign

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<table>
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<tr>
<th>Department Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Werker, A/Academic Director</td>
<td></td>
<td>Jan 3, 2020</td>
</tr>
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</table>

**FACULTY APPROVAL**

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

Overlap check done?  □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

**SENATE GRADUATE STUDIES COMMITTEE APPROVAL**

<table>
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</table>
BUS 665: INDIGENOUS POLICY AND GOVERNANCE

**Instructor:** John Borrows  
**Semester:** Summer 2022

**Email:** jborrows@sfu.ca  
**Classroom:**

**Phone:** 250.721.8168  
**Office:**

**Course Description**

Although Indigenous peoples governed their lands and lives for millennia, the imposition of British and Canadian law disrupted the transmission of Indigenous legal traditions in many communities. This made it difficult to practice Indigenous law. Canadian control of Indigenous governance undermined the ongoing reinvention of Indigenous governing institutions. This made it harder for leaders and families to encourage well-being within Indigenous communities. It also made it much more difficult for Indigenous communities to effectively relate with other communities and develop businesses. Yet all is not lost. Despite these problems Indigenous peoples can still choose to be guided by their own laws and values. Governance can be facilitated through the conscious adoption and creation of Indigenous law in the contemporary context.

This course examines Indigenous legal principles and values and shows that they still exist as resources for decision-making in contemporary circumstances. Indigenous law and policies can be reinvigorated and reinvented to enhance governance and policy within Indigenous communities today. The application of Indigenous law can develop community capacity, foster leadership, develop businesses, and influence policy. Recapturing, revitalizing and newly developing Indigenous law can help communities develop well-being and economic success. Corporations and other commercial actors can also benefit from understanding, applying and (where appropriate) incorporating Indigenous law in their agreements and activities with Indigenous peoples. This course examines Indigenous legal values and considers their application in governance contexts to promote the resurgence of Indigenous social, political, cultural and economic success life.

**Objectives**

- To develop an understanding that good governance is grounded in Indigenous law;  
- To identify resources necessary to learn, transit and apply Indigenous law;  
- To show how Indigenous law’s application promotes individual and institutional health;  
- To consider how Indigenous law can be applied to cultural and commercial undertakings;  
- To promote leadership and skills in applying Indigenous law.

**Course Structure**

This course will consist of a mixture of content presentation and discussion; in-class review questions; in-class case analysis and discussions; small group exercises; and the following which will be marked: in-class quizzes, assignments, and a team assignment. You are encouraged to bring laptops to class if you have them available.

**Books and Materials**

1. Val Napoleon, Mikomosis and the Wetiko, 9780000103147 0000103144 COMIX
2. Course online Readings

Learning and Assessments

Assessment summary

Evaluation in the course will be based on a combination of team and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

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<td>Indigenous Law Sources: In-Class Quiz</td>
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<td>Indigenous Law Drafting: In-class Quiz</td>
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<tr>
<td>Indigenous Leadership Principles &amp; Case Study: In-Class Quiz</td>
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<tr>
<td>Indigenous Law Drafting: In-Class Quiz</td>
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<tr>
<td><strong>Team</strong></td>
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<tr>
<td>Indigenous Law Application: In-Class Exercise</td>
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<tr>
<td><strong>Total</strong></td>
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Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

**Session 1: Indigenous Law Sources**

**Monday, June 2022**

**Reading 1**
Introduction to the Sources of Indigenous Law (John Borrows, Canada’s Indigenous Constitution (Toronto: University of Toronto Press, 2010) at 23-58.

**Reading 2**

**Session 2: Indigenous Law Application**

**Tuesday, June 2022**

**Reading 1**
Mikomosis and the Wetiko

**Reading 2**
Indigenous Stories Briefing Casebook [unpublished].

**Session 3: Indigenous-Canadian Law Interactions**

**Wednesday, June 2022**

**Reading 1**
Session 4: Indigenous Law & Leadership  
Thursday, June 2022

Reading 1  

Reading 2  

Reading 3  
Jeremy Useem, Power Causes Brain Damage, Atlantic, July-August 2017 1-4

Reading 4  

Reading 5  

Reading 6  
Stk'emlupsemc Te Secwepemc Nation Process Video, http://stkmptomps.ca/process/

Reading 7  
ST’KEMLUPSEMC TE SECWEPEMC Nation Community Information Article, Secwepemc Stsptekwll “The Trout Children” 1-3

Reading 8  
Purdy Crawford Case Study in Aboriginal Business, ST’KEMLUPSEMC TE SECWEPEMC Nation and the New Afton Mine

Session 5: Indigenous Law & Consultation  
Friday, June 2022

Reading 1:  

Academic Integrity

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS
About the Course Instructor

BUS 665

DESCRIPTION:

Examines Indigenous legal values and considers their application in governance contexts to promote the resurgence of Indigenous social, political, cultural and economic success. Considers Indigenous legal principles and values and shows that they still exist as resources for decision-making in contemporary circumstances. Discusses how Indigenous law and policies can be reinvigorated and reinvented to enhance governance and policy within Indigenous communities. Considers how corporations and other commercial actors can benefit from understanding, applying and incorporating Indigenous law in their agreements with Indigenous peoples.

RATIONALE:

There is a resurgence in recapturing Indigenous laws to help communities develop economic well-being. This course is being introduced to provide an opportunity for Indigenous leaders to examine Indigenous legal principles and values as resources for decision-making and economic success.
# New Graduate Course Proposal

<table>
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<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>668</th>
<th>Units (eg. 4)</th>
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</table>

## Course title (max. 100 characters)

**Financial Management for Indigenous Leadership**

## Short title (for enrollment/transcript - max. 30 characters)

**Financial Management**

## Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)

*Please see attached*

## Rationale for introduction of this course

This new course is essential for Indigenous leaders and managers as it identifies financial tools and techniques that they can utilize to determine the organization’s financial history, current situation and future potential. It assists leaders with decisions on next steps and future directions.

## Term of initial offering (eg. Fall 2019)

**Fall 2021**

## Course delivery (eg. 3 hrs/week for 13 weeks)

7 hrs/day for 5 days

## Frequency of offerings/year

Once/year

## Estimated enrollment per offering

28-35

## Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

## Prerequisite and/or Corequisite

**Prerequisite: Only for students in the IBL EMBA program.**

## Criminal record check required?

- Yes
- No

## Additional course fees?

- Yes
- No

## Campus where course will be taught

- Burnaby
- Surrey
- Vancouver
- Great Northern Way
- Off campus

## Course Components

- Lecture
- Seminar
- Lab
- Independent
- Capstone

## Grading Basis

- Letter grades
- Satisfactory/ Unsatisfactory
- In Progress / Complete

## Repeat for credit?

- Yes
- No

## Total repeats allowed?

__________

## Repeat within a term?

- Yes
- No

## Required course?

- Yes
- No

## Final exam required?

- Yes
- No

## Capstone course?

- Yes
- No

## Combined with a undergrad course?

- Yes
- No

*See important definitions on the curriculum website.*
RESOURCES
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Scott Powell

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program Name (typically, Graduate Program Chair) Email

Beedie School of Business Debra Hoggan, IBL Manager dhoggan@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee Signature Date

Department Chair Signature Date

Eric Werker, A/Academic Director Date Jan 3, 2020

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Signature Date

Andrew Gemino, Assoc. Dean Date Jan 3, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Signature Date

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ____________________

Course Attribute: ________________

Course Attribute Value: ________________

Instruction Mode: ________________

Attendance Type: ________________

If different from regular units:

Academic Progress Units: ________________

Financial Aid Progress Units: ________________
# BUS 668: FINANCIAL MANAGEMENT FOR INDIGENOUS LEADERSHIP

**Instructor:** Scott Powell  
**Semester:** Summer 2022

**E-mail:** spowell@sfu.ca  
**Class Room:** tba

**Phone:** 1.866.632.0686 #701  
**Office:**

## Course Description

The focus of this course is the management of financial resources in an organization or business. It addresses the applied techniques that Indigenous leaders and managers need in order to make informed financial decisions and also addresses the critical and theoretical knowledge and skills that leaders need in a financial role. Accountability is increasingly the fundamental motivation for First Nation governments and Indigenous organizations to establish sound financial management practices and procedures. This course supports those initiatives. It offers a conceptual toolkit to assist leaders to make smart financial decisions and the confidence to clearly articulate those decisions to key stakeholders.

This Financial Management course will equip IBL students with an intuitive knowledge of financial principles, tools to assess value and strategies to communicate decisions to financial stakeholders. The course is broken down into 8 modules; each module focusing on a specific financial skill set thereby introducing participants important financial tools and techniques and gain an over-all appreciation of how business decisions impact financial performance. Please refer to each module for detailed learning objectives and course content.

## Objectives

By the end of the course you will be able to:

- Interpret financial statements and analyze corporate financial performance
- Set appropriate internal financial targets and evaluate a company’s capital structure
- Assess projects using a rigorous investment decision making framework and various corporate finance math tools
- Value a business using a range of business valuation techniques

## Course Structure

This course will consist of a mixture of case study discussions, small group exercises, case analysis, and team assignments.

## Books and Materials

**Required Text:**


**Supplementary Reference Texts (Optional):**

Learning and Assessments

Assessment summary

You will be assessed through a series of individual and group assignments. Each assignment focuses on the application of a specific financial skill set to an organization you are interested in. There are no mid-term or final exams for this course.

<table>
<thead>
<tr>
<th></th>
<th>Assignment 1</th>
<th>Assignment 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
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<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual Assignment 1  
Due: June 2022 at 10:00 PM

Calculate and analyze at least 10 financial ratios for an organization for 5 years (50 ratios in total). What conclusions do you draw?

Team Assignment 1  
Due: June 2022 at 10:00 PM

Calculate and analyze a range of financial ratios for a group of organizations in the same industry for a maximum of 5 years. If there are 5 members in your team, you must analyze 5 organizations. What conclusions do you draw?

Individual Assignment 2  
Due: July 2022 at 10:00 PM

Calculate and analyze the cost of funding for an organization. Determine whether the organization has created or destroyed value for a financial analysis perspective.

Team Assignment 2  
Due: July 2021 at 10:00 PM

Choose one option for your team assignment:

Option 1: Undertake a financial evaluation of a project using a combination of financial decision-making tools such as a payback period, DCF (net present value analysis) and internal rate of return. What conclusions do you draw?

Option 2: Value a company/business using a DCF approach and valuation multiples. What conclusions do you draw?

Readings and Course Schedule

Readings can be found on Canvas.
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Module Objectives</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday morning</td>
<td>Interpreting Financial Statements</td>
<td>Read financial statements with confidence</td>
<td>Higgins Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Monday afternoon</td>
<td>Analyzing financial Performance</td>
<td>Undertake financial analysis to uncover the drivers of organization performance</td>
<td>Higgins Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday morning</td>
<td>Managing Growth</td>
<td>Assess an organization’s ability to generate sustainable growth</td>
<td>Higgins Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday Afternoon</td>
<td>Corporate finance Math Tools</td>
<td>Utilize corporate finance math tools to assess investment opportunities</td>
<td>Higgins Chapter 7</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday Morning</td>
<td>Risk, Return and the Cost of Capital</td>
<td>Set organization targets to meet stakeholder expectations</td>
<td>Higgins Chapters 6 &amp; 8</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday Afternoon</td>
<td>Capital Market Fundamentals</td>
<td>Identify sources of capital for organizations</td>
<td>Higgins Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Thursday</td>
<td>Making Effective Investment Decisions</td>
<td>Apply a rigorous process for making effective investment decisions</td>
<td>Higgins Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>8</td>
<td>Friday</td>
<td>Business Valuations</td>
<td>Value a business using best practice valuation techniques</td>
<td>Higgins Chapter 9</td>
</tr>
</tbody>
</table>

**Academic Integrity**

SFU’s Academic Integrity web site [http://www.sfu.ca/students/academicintegrity.html](http://www.sfu.ca/students/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

**ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS**

**About the Course Instructor**

Scott Powell is an Adjunct Professor with SFU Business School and is a Managing Director of Learning Strategies Group. Scott has written and delivered finance workshops around the world for many major organizations including Coast Capital Savings, JP Morgan, Bank of America, British Airways, BC Ferries, Ballard Power, Accenture, Deutsche Bank and many others in equity valuation,
advanced business and financial analysis, investment appraisal, and shareholder value creation. Prior to joining LSG, Scott worked at Ernst & Young where he was heavily involved in the development and delivery of financial training internally and to Ernst & Young clients. Scott is a Canadian Chartered Professional Accountant (CPA, CA) and a UK Chartered Accountant (FCA) who holds an honours degree in Politics/Economics from Trent University, Canada and a master’s degree in Economics from Cambridge University.
BUS 668

DESCRIPTION:

Equips participants with knowledge of financial principles, tools to assess value and strategies to communicate decisions to financial stakeholders. Modules focus on specific financial skills, including interpreting financial statements, analyzing corporate financial performance and evaluating an organization’s capital structure. Provides a conceptual toolkit to assist indigenous leaders in making financial decisions and the confidence to clearly articulate those decisions to indigenous and non-indigenous stakeholders.
**New Graduate Course Proposal**

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>672</th>
<th>Units (eg. 4)</th>
<th>4.0</th>
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</table>

**Course title (max. 100 characters)**

**Special Topics**

<table>
<thead>
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<th>Short title (for enrollment/transcript - max. 30 characters)</th>
<th>Special Topics</th>
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</thead>
</table>

**Course description for SFU Calendar** (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)

Special topics related to sustainable Indigenous economic development initiatives and governance.

**Rationale for introduction of this course**

This course will be added to the IBL EMBA to provide more flexibility.

<table>
<thead>
<tr>
<th>Term of initial offering (eg. Fall 2019)</th>
<th>Fall 2021</th>
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<table>
<thead>
<tr>
<th>Course delivery (eg. 3 hrs/week for 13 weeks)</th>
<th>7 hrs/day for 5 days</th>
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<table>
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<tr>
<th>Frequency of offerings/year</th>
<th>Once/year</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Estimated enrollment per offering</th>
<th>28-35</th>
</tr>
</thead>
</table>

**Equivalent courses** (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

**Prerequisite and/or Corequisite**

Prerequisite: Only for students in the IBL EMBA program.

**Criminal record check required?**

☐ Yes ☑ No  
If yes is selected, add this as prerequisite  
Additional course fees? ☑ Yes ☐ No

**Campus where course will be taught**

☐ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☑ Off campus

**Course Components**

☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐

**Grading Basis**

☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>☑ Yes ☐ No</th>
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<table>
<thead>
<tr>
<th>Total repeats allowed?</th>
<th>____________</th>
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</table>

<table>
<thead>
<tr>
<th>Repeat within a term?</th>
<th>☑ Yes ☐ No</th>
</tr>
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<table>
<thead>
<tr>
<th>Required course?</th>
<th>☑ Yes ☐ No</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Final exam required?</th>
<th>☑ Yes ☐ No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Capstone course?</th>
<th>☑ Yes ☐ No</th>
</tr>
</thead>
</table>

**Combined with a undergrad course?**

☐ Yes ☑ No  
If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
### RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

<table>
<thead>
<tr>
<th>Faculty member(s) who will normally teach this course</th>
<th>TBA</th>
</tr>
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<tbody>
<tr>
<td>Additional faculty members, space, and/or specialized equipment required in order to offer this course</td>
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</table>

### CONTACT PERSON

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beedie School of Business</td>
<td>D. Hoggan, IBL Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
</tr>
</tbody>
</table>

### ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

<table>
<thead>
<tr>
<th>Graduate Program Committee</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Eric Werker, A/Academic Director</td>
<td></td>
<td>Jan 3, 2020</td>
</tr>
</tbody>
</table>

### FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

<table>
<thead>
<tr>
<th>Faculty Graduate Studies Committee</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Gemino, Assoc. Dean</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jan 3, 2020</td>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

### SENATE GRADUATE STUDIES COMMITTEE APPROVAL

<table>
<thead>
<tr>
<th>Senate Graduate Studies Committee</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**ADMINISTRATIVE SECTION (for DGS office only)**

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<th>Course Attribute:</th>
<th>Course Attribute Value:</th>
<th>Instruction Mode:</th>
<th>Attendance Type:</th>
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</table>

If different from regular units:

- Academic Progress Units: _____________
- Financial Aid Progress Units: _____________

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Page 2 of 2 Revised December 2017
### Course Information

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>679</th>
<th>Units (eg. 4)</th>
<th>4</th>
</tr>
</thead>
</table>

### Course Title

**Business Strategy for Indigenous Leaders**

### Short Title (for enrollment/transcript - max. 30 characters)

**Business Strategy**

### Course Description for SFU Calendar

Business Strategy provides students with the knowledge and tools to become a purpose-driven business leader. This course explores the tools and concepts of strategy, from internal and external analysis and competitive advantage to corporate strategy. We will examine how Indigenous business strategic practices and views can transform firms into catalysts for change.

### Rationale for Introduction of this Course

To explore Indigenous perspectives and views so as to work towards a deeper understanding of strategy when developing ventures and managing relationships with non-Indigenous corporations or partners.

### Term of Initial Offering

Fall 2021

### Course Delivery

7 hrs/day for 5 days

### Frequency of Offerings/Year

Once/year

### Estimated Enrollment per Offering

28-35

### Equivalent Courses

Prerequisite: Only for students in the IBL EMBA program

### Prerequisite and/or Corequisite

- Yes

### Criminal Record Check Required

- Yes

### Additional Course Fees

- Yes

### Campus Where Course Will Be Taught

- Burnaby
- Surrey
- Vancouver
- Great Northern Way
- Off campus

### Course Components

- Lecture
- Seminar
- Lab
- Independent
- Capstone

### Grading Basis

- Letter grades

### Repeat for Credit

- Yes

### Total Repeats Allowed

- 1

### Repeat Within a Term

- Yes

### Required Course

- Yes

### Final Exam Required

- Yes

### Capstone Course

- Yes

### Combined with a Undergraduate Course

- Yes

---

* See important definitions on the curriculum website.
RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Eric Werker

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program
Beedie School of Business

Name (typically, Graduate Program Chair)
Debra Hoggan, Manager

Email
dhoggan@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee

Signature

Date

Department Chair
Eric Werker, A/Academic Director

Signature

Date
January 3, 2020

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee
Andrew Gemino, Assoc. Dean

Signature

Date
January 3, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee

Signature

Date

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ____________________
Course Attribute: ____________________
Course Attribute Value: _______________
Instruction Mode: ____________________
Attendance Type: ____________________

If different from regular units:
Academic Progress Units: _______________
Financial Aid Progress Units: _______________

Page 2 of 2 Revised December 2017
BUS 679: BUSINESS STRATEGY FOR INDIGENOUS LEADERS

Instructor: Eric Werker  Semester: FALL 2022
Email: ewerker@sfu.ca  Phone: 778.782.7725

Course Description

This course integrates business strategy into the wider backdrop of Indigenous economies and business-government relations. We will work with the basic tools and concepts of strategy, from internal and external analysis and competitive advantage to corporate strategy, and seek to explore and integrate Indigenous perspectives into business and Indigenous strategy. In addition, we will examine Indigenous economies and development strategies and relate them back to business interests and strategy concepts. The goals are to understand a firm’s choices at the level of the industry and the level of the corporation as well as the situation of the industry in the wider economic environment, and to gain an appreciation for the policy choices that enable private and collective enterprise to succeed and promote citizen wellbeing to further Nation strategic goals.

Objectives

The learning objectives for this course are to understand how to think about building and sustaining a competitive advantage for a firm in an industry, to understand the logic of multi-product firms, and to be able to understand a general picture of Indigenous economies and economic trajectories. We will pay special attention to the sorts of industries that Indigenous businesses or economic development corporations might compete in. We will also discuss Indigenous perspectives and viewpoints along with cases on firms and industries, so as to work towards a deeper understanding of strategy for Indigenous leaders.

The specific learning objectives are to gain sufficient exposure in the following areas to inform self-directed learning:

- Internal analysis to determine how firms can build and sustain competitive advantage
- External analysis to evaluate the potential of an industry
- Macroeconomic and political economic concepts like economic measurement, institutions for economic development, resource-led development, and development models, applied to Canadian Indigenous communities
- Investor agreements between a First Nation and a company
- Non-market strategy
- Corporate strategy, specifically vertical integration, diversification, mergers/acquisitions/alliances, and global strategy
Course Structure

This course will consist of a mixture of case study discussions, small group presentations, mini-lectures, and discussion of the additional material. Our typical day will be roughly as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>study group debrief</td>
</tr>
<tr>
<td>9:15-10:40</td>
<td>case study discussion</td>
</tr>
<tr>
<td>10:40-11:00</td>
<td>coffee break</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>group presentation and discussion</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>discussion of reading</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>small group discussion of mini assignment</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>lunch</td>
</tr>
<tr>
<td>1:30-1:45</td>
<td>study group debrief</td>
</tr>
<tr>
<td>1:45-3:10</td>
<td>case study discussion</td>
</tr>
<tr>
<td>3:10-3:30</td>
<td>coffee break</td>
</tr>
<tr>
<td>3:30-4:15</td>
<td>discussion of reading</td>
</tr>
<tr>
<td>4:15-4:45</td>
<td>group discussion of mini assignments</td>
</tr>
<tr>
<td>4:45-5:00</td>
<td>strategic plan preparation</td>
</tr>
</tbody>
</table>

Books and Materials

There is a significant amount of reading that needs to be done up front as there will not be time once the week starts. You will need to prepare nine cases, including making notes for your preliminary thoughts on the discussion questions. You will also need to read approximately 6 textbook chapters and some additional readings with further Indigenous perspective.

2. Nine Harvard, Stanford, Ivey, or Indigenous Business and Investment Council Case Studies, as described in the reading schedule.
3. Selected readings, as described in the reading schedule

Learning and Assessments

Assessment summary

Evaluation in the course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades. If I do accept a late assignment in a special circumstance, it will be for a reduced grade. I will provide fairly extensive feedback at the end of the course with individual grades for all of the facets described in this syllabus. This is meant in the spirit of being able to enable reflection and further self-assessment. I recognize that the process of grading participation, presentations, and even written assignments is imperfect, and students should expect to get “lucky” in some sub scores and “unlucky” in others,
and I hope that these balances out. When reviewing your feedback after the course, please take each individual sub-score with a grain of salt and focus on the big picture.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Participation</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Journal</td>
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</tr>
<tr>
<td></td>
<td>Individual Component of Group Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Group</td>
<td>Collection of Mini-Assignments</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Strategic Plan</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Participation**

Since the course relies heavily on case studies, the class will not succeed without strong preparation and participation by everyone. You are learning more from one another than you will from me, but for that to happen you must have read the case (and prepared the mini-assignment) in advance, considered the discussion questions, and be prepared to raise your opinions in class. A good comment concisely and respectfully engages the material, the conversation, and brings insight to the class. Of course, not every comment must be profound, and questions are encouraged!

**Case Journal**

A key component of learning from case discussions is preparing in advance for the cases, especially with long, complex situations like those that are featured in the cases. The case journal assignment simply formalizes that. For all of the 9 cases, please prepare your answers to the discussion questions (as described in the Modules section) in advance of the week. Submit your journals to Canvas in advance of the first day of class. The suggested length for each case is 0.5 pages. Don’t worry about paragraphs or grammar (bullet points are fine), just try to engage with the material. You will be graded according to the following metric: 0 = incomplete, 1 = below expectations or partially complete; 2 = meets expectations; 3 = above expectations. Students will receive feedback by 6:00 pm on 13 March 2020

**Group Presentation**

Each day, a different group will explore an industry of general interest to Indigenous business, sharing it with the cohort through a short presentation to provide new material for information and discussion. Groups will need to sign up for a presentation in advance, and come to the week in Vancouver with a prepared slide deck.

The goal for the presentation is to conduct an industry analysis and evaluate how promising or perilous the industry is for Indigenous-owned businesses. In addition, the group is encouraged to identify a couple of Indigenous businesses competing in that industry: ideally, one of them will be collectively-owned (like by an Economic Development Corporation) and one of them will be privately owned. The firms may be in joint ventures or other partnerships with non-Indigenous firms.

Students should prepare the readings and case discussions for at least Day 1 of the week before undertaking the group presentation, as the conceptual material will mostly cover external analysis and internal analysis, but additional class preparation will help.
A strong presentation will build on the concepts in the Day 1 readings and bring new facts and data to the class in an exciting and understandable way. The presentation will allow all group members time to share their research. The group can also come up with discussion questions for the rest of the class to consider. The presentation should be about 15 minutes without interruption, but we will allow for questions and comments so they should take longer in practice. The goal here isn’t a perfect and comprehensive presentation but rather some new facts and data framed in a way that will enable further conversation and educate the rest of the class on a topic that many will be interested in as businesspeople and policymakers.

Each of the groups may choose their own industry, but ideally it will be of general interest. I will try to schedule the presentations so that they align with the topics discussed during the day, and I will make sure that no two groups choose the same, or an overlapping, industry. Please email me at ewerker@sfu.ca with your industry choice, and note the members in the group. Here are some suggested industries:

- Cannabis
- Commercial real estate
- Fishing
- Forestry
- High-end Indigenous ecotourism
- Hotel/Conference Centre
- Mining/oil and gas services
- Renewable energy
- Wineries

Each group is welcome to organize their presentation however they wish, but for a little guidance, here is a possible breakdown of material for a 5-person group. Try to make each person’s contribution of equal time.

1. Description of industry, and I-PESTEL analysis (PESTEL analysis, Rothaermel 3.1, with particular consideration to Indigenous factors).

2. Description of main competitors in the industry, different parts of the vertical or value chain (e.g. in the African safari case, this corresponds to the tour operators, destination management companies, and camps/lodges), and any strategic groups (Rothaermel 3.4)

3. 5 forces analysis for industry (Rothaermel 3.2); is it an attractive industry to enter? What about to be an incumbent? Is it any more or less attractive for an Indigenous business to enter?

4. Brief description of an Indigenous entrepreneur-owned business competing in this industry. What are its resources, capabilities, and core competencies (Rothaermel 4.1-4.2)? Does it have any competitive advantage (Rothaermel 5.1 section on “Economic Value Creation”) – and if so, what is the source of that? How does being Indigenous affect its strategy, if at all?

5. Brief description of an Indigenous collectively-owned business competing in this industry. What are its resources, capabilities, and core competencies? Does it have any competitive advantage – and if so, what is the source of that? How does collective ownership factor in? How does being Indigenous affect its strategy, if at all?

The slide deck for the group presentation should be uploaded to Canvas on the same day as the presentation. We will share the deck with all members of the class. While the aim of the group
presentation is to educate one another and stimulate further discussion, you will be graded for your individual component of the presentation according to the following rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>One great thing</th>
<th>One thing to improve</th>
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<td>Content</td>
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<td>Analysis/insight</td>
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<td>Presentation</td>
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**Mini Assignments**

Due: November 2022 at 6:00 PM

Each table group must choose one First Nations-owned business to analyze as well as one First Nation itself (or similar Inuit or Métis organization) in which to explore economic development prospects. The discussion behind this analysis will take place in class. The only work before the week of class is to decide on the business and Nation to analyze and to gather as much raw data as possible (i.e. statistics, financial statements, partnerships, etc.) to facilitate the work in class. **The business cannot be the business that you work on for your strategic plan (but it can be covered in the group presentation, if you like).** Write at most one page for each of the mini-assignments, which are to be done after the class session in which the assignment is discussed. (The responsibility for the first draft of these exercises can be divided across group members so that each group member will be responsible for drafting two.) A complete single document with all the mini-assignments must be uploaded to Canvas by the date specified. The specific mini-assignments are described in the Course Schedule section below. They are not meant to be comprehensive treatments of the subject, but rather an opportunity to try out the new tools you are being exposed to, as well as to prepare you for the strategic plan assignment.

**Strategic Plan**

Due: November 2022 at 6:00 PM

Students may do the strategic plan individually or in a pair. Each strategic plan team must choose a real organization, ideally with which a team member has some linkage. My hope is that you will share these with the organization and they will have some practical use. It does not need to be a big company, it could be a start-up, or a group within an organization (like a profit centre within a company, or a division of an Ec Dev Corp). It can be a firm, a non-profit, an Ec Dev Corp, or even a First Nation itself (though this will be more complicated). It cannot be a business idea or a completely new business as the idea is to write a strategic plan to help an existing organization, rather than a business plan.

The final product is a 6-page informative Power point-style “deck” that gives the organization a strategic plan. An “informative” deck is different from one used for presentations – it should contain fairly dense information in the form of words and visuals that can be read by a busy leader in the client organization; in contrast, a deck used for presentation is meant to be sparse so as to enable the presenter to verbally fill in the missing information. An informative slide deck is often used by consultancies and inside businesses in order to concisely relay information using both visuals and text. Remember, consultancies have full-time graphics teams and I am not expecting you to meet the same level of polish – focus on the content and communicate it in a clean way. Some examples can be found here: [https://www.konsus.com/blog/25-powerpoint-presentation-examples-from-consulting-firms-and-what-you-can-learn-from-them](https://www.konsus.com/blog/25-powerpoint-presentation-examples-from-consulting-firms-and-what-you-can-learn-from-them)

The deck should have the following 6 slides. I have given suggestions for content but each group should decide what they want to include. **Be sure to indicate what you are recommending versus what the firm is already doing.**
1. Overview of the organization.

*Suggested content:* Where is it, what does it do? What are some recent performance figures, successes, and challenges?

2. Mission/vision. What should be the mission/vision for the organization? (If it already has one: what is the mission/vision and is it appropriate?)

*Suggested content:* Why is it important? How can it organize the organization? How can it be measured? When do we know it is succeeding?

3. External analysis. What is the industry and is it an attractive industry?

*Suggested content:* Which of the 5 forces are relevant? Who are the competitors? Are there strategic groups that matter? Are there non-market forces that are important?

4. Internal analysis. Resources/capabilities and core competencies.

*Suggested content:* What are the tangible and intangible resources/capabilities? Are they VRIO? Do the core competencies and resources/capabilities lead to plausible competitive advantage? How can it be made sustainable? If there is not yet a (sustainable) competitive advantage, how can it get there?

5. Business model. What should be the organization’s business model?

*Suggested content:* How does/should the organization generate revenue/value/profits? What products/services should it provide and how should it monetize them? Will it be a cost leader or a differentiator or something else? What expenses and profit margins are associated with that, and how should the profits be reinvested?

6. Corporate strategy. Where should the firm compete?

*Suggested content:* How diversified/focused should the organization be? How is that related to the earlier slides? Should it (eventually) expand to other parts of the value chain? Where in the world should it compete and why?

The final deck must be uploaded to Canvas. There will be no presentation, just slides, so make them informative enough to be read by the client, but still clean enough that they are clear and to the point. The goal here is to put together a working strategic plan that can be used by the organization you are examining! You will be graded according to the following rubric:

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Other Information

Given the intensity of the week, I will not be able to hold meaningful office hours during the week. I am happy to make myself available before and after the week of class – please just email me to set up a time to meet or talk by phone.

I welcome feedback on the syllabus, readings, and assignments. I designed the first iteration of this syllabus two years ago and this is version 2.0. With a goal to further Indigenize the curriculum I have overhauled approximately 60% of the readings to bring in more Indigenous relevance, content, and perspective. I hoped to put something together that fuses these different areas of study and makes them as useful as possible for IBL careers. I have also changed and tweaked the assignments based on feedback, and when I felt that a given assignment wasn't working well or might be improved. Each session, of course, is just an introduction to much more vast areas of knowledge. Please do not hesitate to reach out to me for further reading or to suggest areas that would be more relevant for your careers and learning ambitions (as well as which parts can be cut).

Readings and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

Session 1: Internal Analysis and Mission/Vision/Values October 2022 AM

Readings:

- AIME High: A Social Entrepreneur’s Moon Shot. HBS case 9-919-411.
- Rothaermel chapters 1.2 (Vision, mission, values), 4 (Internal)

Mini-assignment #1 (Internal): Describe the resources and capabilities of your firm. What are the firm’s core competencies? Are its resources valuable, rare, costly to imitate, and is the firm organized to capture the value of the resources?

Session 2: External Analysis October 2022 PM

Readings:

- Rothaermel, Chapter 3

Please come prepared to discuss the following questions:

1. Analyze the 5 forces for the safari tour operator industry in Africa. Is this an attractive industry to enter? Is it attractive for Elizabeth Gordon?
2. Compare the tour operator industry with the other parts of the safari value chain: destination management companies and safari camps and lodges. Which one is most attractive and which one is least attractive?

3. Conduct a quick SWOT analysis (Rothaermel 4.5) of Extraordinary Journeys.

4. Which strategy should Gordon pursue: marketing, public relations, or optimization?

5. Think about insights from this case study for Indigenous ecotourism in Canada, particularly with respect to the Bunten reading (and what you already read and prepared for marketing). No need to prepare anything in advance, we can discuss this in class; a group may also choose this as their Group Presentation.

**Mini-assignment #2 (External):** Conduct a 5-forces analysis of the main industry in which your firm is operating. Define the industry and list a few competitors. How attractive is the industry? Identify any strategic groups in the industry. Is the nature of competition the same across the different strategic groups?

**Session 3: Economic Growth without Natural Resources October 2022 AM**

**Readings:**
- Singapore’s Mid-Life Crisis. HBS case 714039.

Please come prepared to discuss the following questions:

1. How did Singapore pull off such rapid economic growth for so long? What was the most important element in the strategy?

2. Why does Singapore want FDI?

3. Has Singapore been innovating?

**Mini-assignment #3 (Growth and development strategy):** Describe the “non-natural resource” resources and capabilities of the First Nation you are analyzing. How has the First Nation utilized those attributes in order to generate meaningful prosperity for its members? Are there any opportunities to better utilize them, or to invest in “Dynamic capabilities” (Rothaermel 4.3)? Utilize statistics whenever available.

**Session 4: Resource-led Development October 2022 PM**

**Readings:**
- Lac Seul First Nation: Development in a Changing Landscape. IVEY case W17285.
- Draft reading: “Modeling Indigenous Economies and Private Sector Development.”.

Please come prepared to discuss the following questions:

1. Describe the economic activity (including government and social sector spending) in the Lac Seul First Nation (LSFN) reserve as well as on its traditional territory. How much economic activity is from each of government, collectively-owned enterprise, and privately-owned enterprise?
2. What accounts for LSFN’s economic activity, both in terms of successes and missed opportunities?

3. What effect does LSFN’s wealth in natural resource have on its economic model? What economic model is Chief Clifford Bull trying to pursue?

4. Where should Chief Bull focus his efforts going forward?

Mini-assignment #4 (Political economy and resource-led development): Following the handout you will get in class, describe the economic activity across the different markets in the First Nation you are analyzing. Write down some key values driving economic decisions, or the vision of the First Nation for its economy. What activities drive the Indigenous economy on reserve and in its traditional territory? Are natural resources being effectively harnessed in line with the vision? What are the lowest-hanging fruits in terms of developing new economic activity?

Session 5: Investor Agreement and Stakeholder Relations October 2022 AM

Readings:
- Rio Tinto and Ōmnögovi: A Community Cooperation Agreement. IVEY case forthcoming.
- Rothaermel Ch.2.3 (Stakeholders), 3.1 (PESTEL)

Please come prepared to discuss the following questions:

1. Who are the relevant stakeholders in this case? Create a stakeholder map with the relative power of the stakeholder on the vertical axis and the relative interest of the stakeholder on the horizontal axis; indicate the position of each stakeholder on the matrix.

2. What domains should the agreement cover, from the perspective of the company? Conduct a PESTEL (political, economic, social, technological, environmental, and legal) analysis of the situation.

3. How much of a financial contribution should Rio Tinto offer in the agreement, and which type of payment structure should be used? How should the contribution be managed? Weigh the pros and cons of the different methods mentioned in the case.

Mini-assignment #5 (Non-market strategy): For the firm you are analyzing, list the three most important non-market factors that impact firm competitiveness and profitability, and are able to be influenced through some form of firm or industry-level actions. Outline a strategy for influencing each. Does your firm have the requisite capabilities to be effective at this?

Session 6: Impact Benefit Agreements October 2022 PM

Readings:
• Skim: Revenue sharing agreement with BC:
  http://www2.gov.bc.ca/assets/gov/environment/natural-resource-stewardship/consulting-with-
  first-nations/agreements/ecda_secwepemc.pdf

• Manuel, Arthur, and Grand Chief Ronald Derrickson. “Reconciliation Framework
  Agreements,” in The Reconciliation Manifesto: Recovering the Land, Rebuilding the

Please come prepared to discuss the following questions:

1. Why did the Tk'emlups te Secwepemc and the Skeetchestn Band seek to sign an
   Impact Benefit Agreement with New Gold? What were their alternatives?
2. How can the IBA further the broader goals of the two Nations?
3. What has been the most important part of the agreement and its implementation?

Mini-assignment #6 (IBAs): For the First Nation you are analyzing, describe one of the most
important impact benefit agreements or similar community-investor agreements that the Nation
has—or could potentially have (or have had)—with an outside corporate entity. What level of
transparency is there around this agreement, and is that optimal? What opportunities does it
present, and did the First Nation seem to capture those opportunities? Does the agreement give the
Nation a good deal, and leave the corporate with a fair financial return from its investment?

Session 7: Diversification and Vertical Integration October 2022 AM

Readings:
• Fortis Inc. and the $11.8 Billion ITC Decision. IVEY case W18072
• Rothaermel, Ch. 8.1, 8.3-8.4, 9.3 (M&A), 11.2 (structure)

Please come prepared to discuss the following questions:

1. How is Fortis doing before the potential acquisition? How diversified and
   vertically integrated is it?
2. How does Fortis, as a corporation, create value for its shareholders above and
   beyond what its individual business units do?
3. Should Fortis proceed with the deal to acquire ITC?

Mini-assignment #7 (corporate strategy): Describe your firm’s main product. Now list the three
key inputs (besides employee time). Does the firm already make any of these inputs, or if not, where
does it get them from? Sketch an analysis to see whether it would make sense to have the firm
make or do one of the inputs. Now list the buyers of the firm’s main product. If the buyers are not
final customers, sketch an analysis to see whether it would make sense for the firm to move
downstream and become its own “buyer” and to take on the activity of that buyer (e.g. if the firm is a
coffee bean roaster, should it also open up a coffee shop?). Finally, come up with another product
(diversification) that could plausibly leverage the firm’s core competency and describe, without doing
any industry analysis, why it might make sense to take on.

Session 8: Corporate Strategy and Economic Development Corps October 2022 PM

Readings:
• Heiltsuk Economic Development Corporation: Balancing Politics, Business, and Culture.
  Ivey/Beedie case W16679.
Please come prepared to discuss the following questions:

1. What are the goals of the HEDC?
2. From a corporate strategy perspective, is the HEDC engaged in diversification and/or vertical integration? What is the logic behind the mix of businesses it is invested in?
3. What would you recommend to the HEDC to further maximize profits and build a sustainable competitive advantage?
4. From an economic development perspective, is the HEDC pursuing the right business opportunities while leaving space for privately-owned Indigenous firms?
5. What are the problems faced by the HEDC? Why? What should be done?

**Mini-assignment #8 (Ec Dev Corps):** For the First Nation you are analyzing, does it have an economic development corporation or any other collectively-owned businesses? What does it do? Does it have good corporate strategic logic (read Ch 8 of Rothaermel)? Does it best contribute to broader opportunities for prosperity for citizens of the First Nation?

**Session 9: Partnerships/ Alliances October 2022 AM**

**Readings:**

- White Square: A Perfect Storm in Moscow. Stanford GSB case RE-140.
- Rothaermel, Ch. 5.2 (business model), 9.1-9.2

Please come prepared to discuss the following questions:

1. Describe the various partnerships that BIG/Lincoln entered into in order to put a successful project together (on paper) with White Square. For the partnership with Kremlin Co, what is BIG/Lincoln’s “strategic resource gap”? Following the build-borrow-or-buy framework (Rothaermel Exhibit 9.1), what type of partnership would you recommend that BIG/Lincoln pursue?
2. What is BIG/Lincoln’s “business model”? How does it get revenue from real estate development? (Be sure to look at Exhibit 8.)
3. Now that the global financial crisis has hit, what should Patterson do? Should he sell or try to finish developing White Square?
4. How can Patterson manage the various counterparty risks that he is facing?

**Mini-assignment #9 (Alliances, M&A):** For the firm you are analyzing, pick the most promising of the three products/activities that you identified in mini-assignment #7 (e.g. the upstream, downstream, or diversification idea) and do the build-borrow-buy framework in Rothaermel Exhibit 9.1. Then come up with a potential firm to “borrow” or “buy” and say why/how. If you end up at “build,” then describe how you might build it, and then come up with a firm for which you would be an attractive target for that firm to buy.
Readings:
- Real estate light readings will be sent out via email on a live case TBD.
- Reread AIME High case from Day 1.
- Rothaermel, ch. 10.2, 10.3

Please come prepared to discuss the following question:

1. Should Jack Manning Bancroft take AIME global?

**Academic Integrity**

SFU's Academic Integrity web site [http://www.sfu.ca/students/academicintegrity.html](http://www.sfu.ca/students/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

**ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS**

**About the Course Instructor**

Eric Werker is the William Saywell Professor at Simon Fraser University’s Beedie School of Business. Eric teaches about emerging markets, strategy, policy, and global economics to MBAs and executives and has authored numerous case studies on companies and countries around the world. He has served as economic advisor to the President of Liberia and was on the faculty of Harvard Business School before returning home to Vancouver.
New Graduate Course Proposal

<table>
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<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
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<tr>
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**Course title (max. 100 characters)**

**Negotiations for Indigenous Leaders**

**Short title (for enrollment/transcript - max. 30 characters)**

Negotiations

**Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)**

Please see attached

**Rationale for introduction of this course**

In the past, negotiation styles used with Indigenous people, especially by governments, promoted competitive tactics and resulted in unsatisfactory outcomes or feelings of mistrust. This new course provides Indigenous leadership with skills to navigate difficult negotiations towards win-win results.

**Term of initial offering (eg. Fall 2019)**

Fall 2021

**Course delivery (eg. 3 hrs/week for 13 weeks)**

7 hrs/day for 2.5 days

**Frequency of offerings/year**

Once/year

**Estimated enrollment per offering**

28-35

**Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)**

**Prerequisite and/or Corequisite**

Prerequisite: Only for students in the IBL EMBA program.

**Criminal record check required?**

- [ ] Yes

- [ ] No

**if yes is selected, add this as prerequisite**

**Additional course fees?**

- [ ] Yes

- [ ] No

**Campus where course will be taught**

- [ ] Burnaby

- [ ] Surrey

- [ ] Vancouver

- [ ] Great Northern Way

- [ ] Off campus

**Course Components**

- [ ] Lecture

- [ ] Seminar

- [ ] Lab

- [ ] Independent

- [ ] Capstone

**Grading Basis**

- [ ] Letter grades

- [ ] Satisfactory/ Unsatisfactory

- [ ] In Progress / Complete

**Repeat for credit?**

- [ ] Yes

- [ ] No

**Total repeats allowed?**

________________

**Repeat within a term?**

- [ ] Yes

- [ ] No

**Required course?**

- [ ] Yes

- [ ] No

**Final exam required?**

- [ ] Yes

- [ ] No

**Capstone course?**

- [ ] Yes

- [ ] No

**Combined with a undergrad course?**

- [ ] Yes

- [ ] No

If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
RESOURCES
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course
TBA

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

<table>
<thead>
<tr>
<th>Academic Unit / Program</th>
<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
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<tr>
<td>Beedie School of Business</td>
<td>Debra Hoggan, IBL Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

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<tr>
<th>Graduate Program Committee</th>
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<tr>
<td>Department Chair</td>
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<tr>
<td>Eric Werker, A/Academic Director</td>
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FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

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<th>Faculty Graduate Studies Committee</th>
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<tr>
<td>Andrew Gemino, Assoc. Dean</td>
<td>Signature</td>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

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<th>Senate Graduate Studies Committee</th>
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ____________________
Course Attribute: ____________________
Course Attribute Value: ____________
Instruction Mode: _______________
Attendance Type: _______________

If different from regular units:
Academic Progress Units: ____________
Financial Aid Progress Units: ____________
BUS 683: NEGOTIATIONS FOR INDIGENOUS LEADERS

**Instructor:** TBA  
**Semester:** Fall 2021

**E-mail:**  
**Class Room:**

**Phone:**  
**Office:**

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**Course Description**

Whether dealing with a supplier who can’t deliver your order on time, a customer who is behind on their payments or a staff member who is habitually late, negotiation skills are essential in daily interactions. This course will provide students with opportunities to analyze their own negotiating style, develop a practical understanding of effective negotiating behaviors and improve their ability to plan and conduct successful day-to-day negotiations in a variety of situations. Emphasis will be on skill development through simulated negotiations situations and case studies. Designed to accelerate leaders and managers negotiation capabilities, the course examines core decision-making challenges and analyzes complex negotiation scenarios.

In the past, negotiation styles used with Indigenous people, especially by governments, promoted competitive tactics, often resulting in unsatisfactory outcomes or feelings of mistrust within the Indigenous community. The course will provide opportunities for students to determine what role, if any, that cultural protocols, history and Indigenous approaches to negotiation play in successful negotiation situations.

**Objectives**

Whether you are a seasoned negotiator looking for a formal refresher or a manager looking to broaden your knowledge, the course objectives are:

- To accelerate your negotiation skillset and capabilities
- Practice and evaluate different negotiation strategies
- Analyze real cases for insights
- Sharpen your negotiating style and strategies
- Deepen your awareness of the value of culture during negotiation

**Course Expectations**

You can expect at least 17.5 in-class hours and approximately 10 hours weekly of out-of-class work to complete this course. These out-of-class activities may include, participating in online discussions, preparing notes from readings and cases, library or internet research, conducting interviews, and writing.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

**Course Structure**

The course is based on: pre-readings, simulations and class discussions, two self-assessments, your analysis of the negotiations of others (known as Separate Pages), writing each day in your journal, and writing One Little Paper.
Book and Materials

- Other selected readings and reference materials will be provided on Canvas

Learning and Assessments

Assessment summary

Evaluation in the course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

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<td>One Little Paper</td>
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<td><strong>Team</strong></td>
<td>In-class Assignment</td>
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<td>In-class Presentation</td>
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Individual Written Assignment

Daily Journal, maximum 10 pages, double-spaced

One Little Paper

Observations, maximum 2 pages, double-spaced

Team In-class Assignment

Separate Pages, in-class analysis paper, 4 pages, double-spaced

Team In-class Presentation

Students will present an analysis of a negotiation situation

Participation

Participation will be assessed based on in-class contributions to discussions and demonstration of leadership.
Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

A detailed course schedule will be provided and posted on Canvas.

Academic Integrity

SFU's Academic Integrity web site http://www.sfu.ca/students/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

About the Course Instructor

A biography on the Instructor will be posted on Canvas.
DESCRIPTION:

Provides opportunities to analyze negotiating style, develop a practical understanding of effective negotiating behaviours and improve abilities to plan and conduct successful day-to-day negotiations in a variety of situations. Emphasis will be on skill development through simulated negotiations situations and case studies. Explores the role that cultural protocols, history and indigenous views play in successful negotiated solutions.
**New Graduate Course Proposal**

Course Subject (eg. PSYC) **BUS**  
Number (eg. 810) **687**  
Units (eg. 4) **2.0**

**Course title (max. 100 characters)**  
**Applied Project Preparation**

**Short title (for enrollment/transcript - max. 30 characters)**  
**Applied Project Preparation**

Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)

Offers the opportunity for students to begin the preparation and planning of their individual Applied Projects. Includes discussion of the principles and fundamental elements of planning and preparation for applied project. Students will decide on a topic, develop their project concept, prepare a work plan and create an outline, and identify reasonable milestones and deliverables.

**Rationale for introduction of this course**

This new course is to give students a guided head-start on their Applied Projects by learning and applying projection planning and preparation tools and techniques.

**Term of initial offering (eg. Fall 2019)**  
Fall 2021

**Course delivery (eg. 3 hrs/week for 13 weeks)**  
7 hrs/2.5 days

**Frequency of offerings/year**  
Once/year

**Estimated enrollment per offering**  
28-35

**Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)**

**Prerequisite and/or Corequisite**

Prerequisite: Only for students in the IBL EMBA program.

**Criminal record check required?**  
Yes

**if yes is selected, add this as prerequisite**

**Additional course fees?**  
Yes

**Campus where course will be taught**  
Burnaby

Surrey

Vancouver

Great Northern Way

Off campus

**Course Components**

- Lecture
- Seminar
- Lab
- Independent
- Capstone

**Grading Basis**  
Letter grades

Satisfactory/ Unsatisfactory

In Progress / Complete

**Repeat for credit?**  
Yes

No

**Total repeats allowed?**

**Repeat within a term?**

Yes

No

**Required course?**

Yes

No

**Final exam required?**

Yes

No

**Capstone course?**

Yes

No

**Combined with a undergrad course?**

Yes

No

If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
RESOURCES
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course
TBA

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON
Academic Unit / Program
Beedie School of Business
Name (typically, Graduate Program Chair)
Debra Hoggan, IBL Manager
Email
dhoggan@sfu.ca

ACADEMIC UNIT APPROVAL
A course outline must be included.
Non-departmentalized faculties need not sign

<table>
<thead>
<tr>
<th>Graduate Program Committee</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Eric Werker, A/Academic Director</td>
<td></td>
<td>Jan 3, 2020</td>
</tr>
</tbody>
</table>

FACULTY APPROVAL
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

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<td>Jan 3, 2020</td>
</tr>
</tbody>
</table>

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

<table>
<thead>
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<th>Senate Graduate Studies Committee</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

ADMINISTRATIVE SECTION (for DGS office only)
Library Check: 
Course Attribute: __________________
Course Attribute Value: _____________
Instruction Mode: __________________
Attendance Type: _________________

If different from regular units:
Academic Progress Units: __________
Financial Aid Progress Units: __________
BUS 687: Applied Project Preparation

Instructor: TBA  
Email:  
Phone:  
Semester: Fall 2022  
Class Room:  
Office:  

Course Description

This course offers an opportunity for students to begin the preparation and planning of their individual Applied Projects. The course will include the principles and fundamental elements of planning and preparation. Students will decide on a topic, develop their project concept, prepare a work plan and create an outline, and identify reasonable milestones and deliverables.

Objectives

The main objective of this course is to provide students with an opportunity to begin focusing on and preparing for their Applied Projects. Specifically, the students will acquire the following skills:

- To frame and define their project topic;
- Identify the methods to be used to complete the work and the preparation;
- Develop a detailed project work plan with realistic timelines and deliverables; and,
- Monitor their progress against the work plan.

Course Expectations

Students must be in their final semester as MBA candidates. You must have completed all course work for the program with a satisfactory CGPA of 3.0.

Students must have the Applied Project topics pre-approved by submitting the approval form to the instructor or supervisor.

During this time, you can expect at least 17.5 hours of in-class work and at least a minimum of 10 hours of out-of-class work for this course. These out-of-class activities will include participating in online activities, preparing readings, research, teamwork and completing assignments.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

Course Structure

This course will consist of a mixture of presentations, discussions, working together and assignments. Individual meetings with the course instructor or supervisor will occur. Subsequent meetings to make sure that both research and writing is on track will be organized.

Presentations on topics such as time management and writing tips will be offered.
Books and Materials

Selected readings may be provided on Canvas or through external links.

Learning and Assessments

Assessment summary
Evaluation in the course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

<table>
<thead>
<tr>
<th>Individual</th>
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<tbody>
<tr>
<td>1. Topic Pre-approval Form</td>
<td>10%</td>
</tr>
<tr>
<td>2. Work Plan</td>
<td>25%</td>
</tr>
<tr>
<td>3. Table of Contents</td>
<td>15%</td>
</tr>
<tr>
<td>4. Video Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Team</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Assignment 1 -
Completion of Topic Pre-Approval Form

Assignment 2
Detailed work plan that identifies the steps and stages to complete your Applied Project.

Assignment 3
Complete a Table of Contents for your Applied Project

Assignment 4
Working in pairs, produce a 1-2-minute video using a cell phone or laptop that describes the title of your project and the objective/s.

Team Leadership
Demonstration of leadership: respect, support of peers through the learning process, sharing of knowledge, humility, and other innate strengths

Readings and Course Schedule
Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.
**Academic Integrity**

SFU's Academic Integrity web site [http://www.sfu.ca/students/academicintegrity.html](http://www.sfu.ca/students/academicintegrity.html) is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

**About the Course Instructor**

A biography for the Instructor and the Advisor/s will be posted on Canvas.
## New Graduate Course Proposal

<table>
<thead>
<tr>
<th>Course Subject (eg. PSYC)</th>
<th>BUS</th>
<th>Number (eg. 810)</th>
<th>692</th>
<th>Units (eg. 4)</th>
<th>4.0</th>
</tr>
</thead>
</table>

**Course title (max. 100 characters)**

**Indigenous Sustainability**

**Short title (for enrollment/transcript - max. 30 characters)**

**Indigenous Sustainability**

**Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)**

**Please see attached**

**Rationale for introduction of this course**

**This new course addresses the interests and concerns of Indigenous leaders to build a sustainable future despite that they make up 30% (says the UN) of the world's poorest people and in dire need for economic self-reliance and reconciliation.**

**Term of initial offering (eg. Fall 2019)**

**Fall 2021**

**Course delivery (eg. 3 hrs/week for 13 weeks)**

**7 hrs/day for 5.0 days**

**Frequency of offerings/year**

**Once/year**

**Estimated enrollment per offering**

**28-35**

**Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)**

**Prerequisite and/or Corequisite**

**Prerequisite: Only for students in the IBL EMBA program.**

**Criminal record check required?**

- Yes ✔
- No

**if yes is selected, add this as prerequisite**

**Additional course fees?**

- Yes ✔
- No

**Campus where course will be taught**

- Burnaby
- Surrey
- Vancouver ✔
- Great Northern Way
- Off campus

**Course Components**

- Lecture ✔
- Seminar
- Lab
- Independent
- Capstone

**Grading Basis**

- Letter grades ✔
- Satisfactory/ Unsatisfactory
- In Progress / Complete

**Repeat for credit?**

- Yes ✔
- No

**Total repeats allowed?**

**Repeat within a term?**

- Yes ✔
- No

**Required course?**

- Yes ✔
- No

**Final exam required?**

- Yes ✔
- No

**Capstone course?**

- Yes ✔
- No

**Combined with a undergrad course?**

- Yes ✔
- No

* If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
### RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

<table>
<thead>
<tr>
<th>Faculty member(s) who will normally teach this course</th>
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<tbody>
<tr>
<td>TBA</td>
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<tr>
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### CONTACT PERSON

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<th>Name (typically, Graduate Program Chair)</th>
<th>Email</th>
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<tbody>
<tr>
<td>Beedie School of Business</td>
<td>D. Hoggan, IBL Manager</td>
<td><a href="mailto:dhoggan@sfu.ca">dhoggan@sfu.ca</a></td>
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</tbody>
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### ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign.

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Department Chair

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**Eric Werker, A/Academic Director**

**Signature**

**Date**

Jan 3, 2020

### FACULTY APPROVAL

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Overlap check done?  

☐ YES

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**Date**

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### ADMINISTRATIVE SECTION (for DGS office only)

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If different from regular units:

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<tr>
<th>Academic Progress Units:</th>
<th>Financial Aid Progress Units:</th>
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Page 2 of 2 Revised December 2017
BUS 692: INDIGENOUS SUSTAINABILITY

Instructor: TBA
Semester: Spring 2023

E-mail: 
Class Room: 
Phone: 
Office: 

Course Description

Indigenous peoples are powerful advocates of sustainability and environmental awareness and play an integral role in the future of a strong, viable and sustainable economy in B.C. They are redefining the nature of their participation on economic development opportunities that occur on or near their traditional territories.

This course will explore strategies as to how to create and foster economic opportunities for their citizens. We will also take a holistic view of sustainability that encompasses the ecological, social, and economic responsibilities of organizations. We will consider alternative philosophies and theories concerned with corporate responsibility through to how modern businesses are re-aligning and in some cases, re-inventing corporate strategies toward more sustainable business models.

Objectives

Course objectives include:
- Increased awareness about the sustainable world views, challenges and initiatives of Indigenous people.
- Enhanced knowledge about sustainability concepts, issues, and developments in business and society.
- Develop integrative strategies to enhance the environmental, social, and economic performance of organizations.

Course Expectations

You can expect at least 35 hour of class time and an additional 35 hours of out-of-class work to complete the readings, the research and the writing requirements for the course.

Courses may be scheduled in a compressed format where classes are held in intensive sessions, but expectations of consistent preparation and participation remain for the length of the semester.

Course Structure

A variety of learning methods will be used to encourage both an intellectual understanding and a personal sense of sustainability. Through case discussions and assigned readings, we will explore the practical difficulties and dilemmas that complicate efforts to implement sustainability ideas, techniques and technologies. Brief lectures will be complemented by experiential learning techniques (e.g., exercises, videos, self-assessments) to facilitate understanding of course concepts and their application.
Books and Materials


3. Other selected readings and materials will be provided on Canvas or handed out in class.

Learning and Assessments

**Assessment Summary**

Evaluation in the course will be based on a combination of:

<table>
<thead>
<tr>
<th></th>
<th>Class Participation and Leadership</th>
<th>10%</th>
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<tbody>
<tr>
<td>Individual</td>
<td>Case Analyses (2 @ 15% each)</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Learning Reflections Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Teams</td>
<td>Group Project</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Readings and Course Schedule

Further information regarding readings from the textbook can be found on Canvas. A detailed course schedule will be available on Canvas prior to the start of the course.

Academic Integrity

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

About the Course Instructor

A biography on the instructor will be posted on Canvas one month prior to the course.
Explores strategies as to how Indigenous businesses and organizations can create and foster sustainable economic opportunities. Identifies Indigenous sustainable practices and encompasses the ecological, social, and economic responsibilities of organizations. Alternative philosophies and theories are considered along with corporate responsibility. Explores how modern businesses are re-aligning and re-inventing corporate strategies toward more sustainable business models.
New Graduate Course Proposal

<table>
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Course title (max. 100 characters)

**Applied Project**

Short title (for enrollment/transcript - max. 30 characters)

**Applied Project**

Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)

The Applied Project is the final course of the IBL EMBA program. Students are required to prepare an extensive academic research assignment. The process involves a review of the literature and application of frameworks, models, concepts and theories from the courses to a specific business problem or situation, for which students develop practical recommendations.

Rationale for introduction of this course

This is a new course for the IBL EMBA program that encapsulates teachings, stories and theories.

<table>
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<th>Fall 2021</th>
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<td>Frequency of offerings/year</td>
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<tr>
<td>Estimated enrollment per offering</td>
<td>28-35</td>
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</table>

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

Prerequisite and/or Corequisite

**Prerequisite: Only for students in the IBL EMBA program.**

Criminal record check required? | Yes | if yes is selected, add this as prerequisite |
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<tr>
<td>Additional course fees?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Campus where course will be taught

- [ ] Burnaby
- [X] Surrey
- [X] Vancouver
- [ ] Great Northern Way
- [ ] Off campus

Course Components *

- [X] Lecture
- [ ] Seminar
- [ ] Lab
- [ ] Independent
- [ ] Capstone
- [ ]

Grading Basis

- [X] Letter grades
- [ ] Satisfactory/ Unsatisfactory
- [ ] In Progress / Complete

Repeat for credit? | Yes | No |
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<tr>
<td>Total repeats allowed?</td>
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<tr>
<td>Repeat within a term?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Required course? | Yes | No |
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<tr>
<td>Final exam required?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Capstone course?</td>
<td>Yes</td>
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Combined with a undergrad course? | Yes | No |
If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.
RESOURCES
If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course
TBA

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program
Beedie School of Business

Name (typically, Graduate Program Chair)
Debra Hoggan, IBL Manager

Email
dhoggan@sfu.ca

ACADEMIC UNIT APPROVAL
A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee

Signature

Date

Department Chair

Eric Werker, A/Academic Director

Signature

Date

Jan 3, 2020

FACULTY APPROVAL
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? □ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee

Andrew Gemino, Assoc. Dean

Signature

Date

Jan 3, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee

Signature

Date

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: ____________________
Course Attribute: ____________________
Course Attribute Value: _____________
Instruction Mode: _________________
Attendance Type: _________________

If different from regular units:
Academic Progress Units: _________________
Financial Aid Progress Units: _________________
BUS 697: APPLIED PROJECT

Instructor: TBA  Semester: Spring 2023
E-mail:  Class Room:
Phone:  Office:

Course Description
The Applied Project is the final course of the IBL EMBA program. The focus is an academic research paper designed for students to further their learning and career goals. Students will undertake a strategic business analysis and write an extended essay jointly supervised by SFU faculty members and/or an industry partner.

The Applied Project involves a review of the literature and the systematic application of frameworks, models, concepts and theories applied to a specific business problem or situation, for which students develop practical recommendations. Research typically involves an exploration of a managerial topic, issue, or problem. Many students have used the project to develop a business plan for the purpose of launching a new venture.

This course is an opportunity for students, alone or in groups, to make use of knowledge related to major topics of courses throughout the program to address a specific, practical issue, problem or opportunity. The topic should be one that is related to the program but need not be specifically focused on a business organization. It could relate to an organizational challenge for a community, government, or service organization or business. Topics will be reviewed and approved by the course instructor/s.

Objectives
The primary objective of this course is to provide an opportunity for the IBL students to actively integrate and apply all they have learned to the development, implementation and analysis of a practical, hands-on project that has an educational and/or an administrative focus. The broad goal of the Applied Project is to bring improvement to the student’s current professional sphere of influence, for example, by addressing a problem or issue encountered with in the student’s profession, institution, or organization – something that begs for a creative solution.

The final product will also help to assess whether overall program goals are being met. Responses to the guide questions provided will be used in evaluating whether the program is meeting its learning objectives in enhancing understanding and capacity in these key areas.

Course Expectations
You can expect at least 35 hours of class time and an additional 8 to 10 hours of out-of-class work weekly to complete this course. The out-of-class activities will include: internet/library research, reviewing course materials, conducting interviews, project planning and writing, writing and more writing.

The completed final version of your paper will be due during the last week of March. Drafts and rewrites of the various sections should be shared with your assigned advisor leading up to that date for review and feedback.
The total length will average 15,000 words or 50 to 60 pages, not including attachments, references and appendices. You should follow the APA format and style as proper academic writing format is an absolute must, from providing a title page to proper text citations and referencing.

**Course Structure**

Students are assigned to an advisor, SFU faculty or staff member. Before they leave class in November, they must confirm their topic and submit a work plan, which identifies milestones. Over the next few months students are expected to check in regularly with their advisor to make sure that things are on track and to receive advice or feedback. Drafts are submitted for evaluation and constructive feedback along the way. Students can work individually or in small teams.

During the final class, students will present their findings to their cohort. Papers submitted for this course will belong to the students who submitted them and will not be published or shared without the permission of the students.

**Applied Project Questions**

The following list of questions could be used as a guide:

1. How would leadership issues be considered in addressing this challenge?
2. What role might traditional knowledge or Aboriginal law play in making good decisions about this project?
3. What principles from existing research on Indigenous economic development might be useful to consider in relation to this project and what do they suggest some key decisions might be?
4. How will your knowledge of marketing be incorporated into the project?
5. How could your understanding of best practices in entrepreneurship and growth shape the project?
6. What important considerations regarding sustainability should be considered and how will they be implemented in the project?
7. Please demonstrate a grasp of the financial issues involved in the project by laying expected costs and revenues in the form of a financial plan.
8. How would you go about developing a shared commitment to the project on the part of stakeholders and rights holders?
9. What is your core strategy and how will you be prepared to revise it if real life shows that it isn’t working as you expected?

Not every question will be relevant to every project so it might be that you would negotiate to answer between 6 and 8 of the questions for any given project. If you are working in groups, you can collaborate on your thinking but each individual will need to take responsibility as the primary author on at least one-quarter of the project writing with perhaps up to ¼ of the paper being shared authorship. The response to each question should be between 4 and 10 pages depending on the size of the group doing the project, the number of questions you are responding to and the emphasis you are putting on each question given the nature of the project.

**Book and Materials**

**Citations:** Please use APA Citation, please see link for a tutorial. Add a citation and create a bibliography - Word - Office Support (Links to an external site.)

**Schedule Template:** (Download a sample template here)
Writing Successfully Workbook: (Download a sample writing presentation)

Referencing Traditional Knowledge Keepers:
http://learn.library.ryerson.ca/four-teachings-writing-guide/citing_traditional (Links to an external site.)

Learning and Assessments

Assessment Summary

The Applied Project paper is a master’s level academic paper. The paper is marked on a pass/fail basis and a satisfactory grade is a requirement for graduation from the program. The course is worth 4 credits and must be completed within the deadline in order to graduate with your peers.

Other Information

Prerequisites: Students must have successfully completed all other IBL EMBA courses before taking this course.

Course Schedule

Project Initiation: November 2022
- Decide on topic and develop concept.
- Prepare work plan.
- Develop an outline and submit

Development: December 2022 to March 2023
- Conduct research, compile data, complete interviews, and gather materials (maps, charts, diagrams, photos, etc.)
- Contact advisor regularly to report on progress
- Draft sections, submit for feedback
- Submit final report

April 2023
- Time during the final week of classes will be allocated primarily for presentations.

Academic Integrity

SFU’s Academic Integrity web site http://www.sfu.ca/students/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly
integrity is required of all members of the University. [http://www.sfu.ca/policies/gazette/student/s10-01.html](http://www.sfu.ca/policies/gazette/student/s10-01.html)

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

**About the Course Instructor**

A biography will be posted on Canvas.
Indigenous Business Leadership
Executive Master of Business Administration

APPENDIX 3

LETTERS OF SUPPORT
May 12, 2020

To: Ali Dastmalchian, Dean of the Beedie School of Business

Dear Ali,

I write to voice my support for the Indigenous Business Leadership (IBL) Executive MBA program at the Beedie School. It is a unique program serving a vital social need. Moreover, it is the cornerstone activity in our Indigenous strategy, where Beedie endeavors to be the top university in North America when it comes to Indigenous business teaching and research.

In addition to my role as a professor in the IBL program, where I have taught since I arrived at Beedie in the 2015-16 academic year, I am currently serving as the Acting Academic Director of the IBL program. I can say from experience that the IBL classroom is unique and powerful. It is a safe space where Indigenous business can be studied through a combination of professor expertise, Indigenous and non-Indigenous content, and most importantly, the experiences of members of the MBA cohort. Over time, we intend to improve on past efforts and work to increasingly bring more Indigenous content and methodology into the classroom (and beyond).

As I am sure you know, income and other socioeconomic indicators are lower in Canada’s Indigenous population than the country at large. The program was founded to help close that gap, by bringing business expertise to promising leaders in the community, who can create successful organizations and serve as role models. Students who have come through the program are genuinely interested in helping their communities and contributing to economic reconciliation.

As the proposal details, Beedie is a first mover in what is an extremely important space for any Canadian university interested in being part of reconciliation. We as a school are attempting to build on this success by a series of investments in Indigenous research, case-writing, and programming and course offering beyond the IBL program. Whereas in many areas of scholarship, SFU is playing catch-up, this is one area in which we are ahead. “Engaging the world” and achieving research and teaching excellence come hand in hand.

I ask your support in approving this proposal and continuing to bring the University’s resources and attention to ensure the new IBL program’s success.

Yours sincerely,

Eric Werker
May 12, 2020

Ali Dastmalchian, Dean
Beedie School of Business
Simon Fraser University

Dear Ali,

This letter is to communicate my strong support for the EMBA IBL proposal.

I was on the Steering Committee that developed the original EMBA, IBL program and I have instructed in the program since its inception. It has been a pleasure to see the evolution of this program to being an outstanding example of what the Beedie School of Business and SFU can achieve in Indigenous Education, a high priority area. I also believe the time is appropriate to further develop and accommodate the changing needs, interests, capacity and aspirations of future cohorts and that of Indigenous Peoples. The EMBA IBL proposal accomplishes these goals.

The EMBA IBL has been able to attract outstanding cohorts of Indigenous leaders from government, private sector and civil Society. The new program will further strengthen this offering by centering Indigenous pedagogy, scholarship, and worldview, making for a groundbreaking program. This new program is necessary to revitalize and further Indigenize the curriculum as it pertains to Indigenous economic reconciliation.

The proposed program can also rely on and support a growing participation of Indigenous scholars, instructors and administrators, truly allowing for the program to reflect the worldviews and aspirations of Indigenous Peoples.

In summary, I urge you to support this proposal that goes to the heart of our mandate at SFU to ensure Indigenous Truth and Reconciliation for Indigenous Peoples are supported by appropriate world class pedagogy, scholarship and programs.

Sincerely,

June N. P. Francis LLB; PhD
Co-Founder, The Co-Laboratorio Project
Director, Institute for Diaspora Research and Engagement
Associate Professor | Beedie School of Business
May 12, 2020

To: Ali Dastmalchian, Dean of the Beedie School of Business

Re: EMBA in Indigenous Business Leadership

I am pleased to support the application submitted by the Beedie School of Business for an EMBA in Indigenous Business Leadership program. A highly unique program, the IBL EMBA remains the only degree of its kind in North America. With five cohorts and 71 graduates to date, the program has been highly successful in bringing together experienced Indigenous managers and leaders from First Nation, Inuit, and Metis communities across Canada and beyond. This program is an important differentiator for Beedie, and for SFU, and plays an important role in helping to deliver on the University’s ARCs commitments.

I have had the privilege of teaching in this program and from my perspective, the single most important determinant of its future success will be the degree to which it is able to adapt its core curriculum and methods of delivery to be more in alignment with an Indigenous worldview. Functioning as a separate program will allow for a more tailored curriculum that is responsive to the needs of its students including additional incorporation of Indigenous content and more attention to the skills and knowledge that will support Indigenous economic reconciliation. It is my hope that you will approve this proposal so that the program can continue to adapt and meet the needs of future cohorts and the Indigenous communities that they serve.

From a personal standpoint, teaching in the program has been both an honour and a highlight in my career. It has provided a welcome opportunity to reflect on my own worldview and biases and to explore how environmental and social sustainability is conceptualized from a variety of different perspectives. I look forward to the opportunity to continue to contribute to this world-leading program.

Sincerely,

Dr. Stephanie Bertels
May 12, 2020

Ali Dastmalchian, Dean of the Beedie School of Business  
Simon Fraser University  
Burnaby/Vancouver/Surrey, BC  

Re: EMBA in Indigenous Business Leadership

Dear Ali and the Beedie School of Business,

It is with great pleasure that I write a letter of support for the Indigenous EMBA program.

I had the privilege of teaching in the first Indigenous EMBA cohort and three subsequent cohorts. I also facilitated the orientations for each cohort. I can state unequivocally that students were engaged, enthusiastic, interesting, thoughtful, curious, and a joy to work with in every cohort. There are numerous success stories of students who completed the program and went on to receive promotions, start businesses, or matriculate into doctoral programs.

This unique, truly one of a kind, program has proven it successfully serves the business education needs for First Nations communities in BC and across Canada. Accordingly, the Indigenous EMBA deserves the opportunity to be a program to continue to serve those education needs.

I have had the good fortune to teach in EMBA programs around the world for various universities, and I would rate this program as exemplary in terms of teaching and being responsive in making appropriate changes to accommodate students’ needs. I feel confident with your support the program will continue to prosper.

Please let me know if there is additional information I can provide that will be helpful in your decision.

Respectfully submitted,

Gary Wagenheim  
Adjunct Professor  
Simon Fraser University
May 12, 2020

Ali Dastmalchian,
Dean of the Beedie School of Business
Re: EMBA in Indigenous Business Leadership

The letter is to support the EMBA IBL proposal.

I have been teaching about Indigenous economic issues in universities around the world since 1992. I have been an enthusiastic teacher and supporter of the EMBA in Indigenous Business since its inauguration in 2012. This is the leading program in the world for transmitting, reshaping, challenging and applying best practices in Indigenous business. I have met and taught most every student in the program and I can affirm that they are a very impressive group who are changing their fields as a result of their work at SFU.

The new program will revitalize (or Indigenize) the curriculum to better emphasize and support Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. As a co-founder of Canada’s first Indigenous Law Degree at UVic I can attest to the importance of tailoring education to the emerging Indigenous fields and addressing broader needs related to truth and reconciliation.

These changes will make the IBL program even more responsive to students, communities and client needs and more fully accommodate the changing needs of future cohorts.

Being a Visiting Professor in this program and supporting students, organizations, corporations and communities through teaching and research in the Program is an honour and privilege. It significantly enhances my scholarship and greatly adds to the research growth in the field. I have been thrilled to see so many students go on to pursue doctoral work after their successful completion of this program. I recommend the proposed change in the Program in the highest possible terms.

Sincerely,

Professor John Borrows
B.A., M.A., J.D., LL.M., Ph.D., LL.D., F.R.S.C.,
Canada Research Chair in Indigenous Law
May 12th 2020

Dear Ali Dastmalchian, Dean of the Beedie School of Business
Re: EMBA in Indigenous Business Leadership

This letter is to support the EMBA IBL proposal. I am Michelle Corfield and I have been involved with the IBL program since it was an idea. I collaborated with Mark Selman to initially develop the program and have acted as the Executive in Residence to the program since 2012. This program is unique not only in British Columbia but North America; we are developing Indigenous leaders across the country, we have our graduates in some of the highest levels of both Indigenous government and federal government and overseeing billion-dollar corporations. We also can proudly state that 5 of our graduates are working on their doctorate degrees. This program matters to Indigenous people and Canada.

Now it is time for the program to evolve and become a standalone. The new program will revitalize (or Indigenize) the curriculum to better emphasize (or support) Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. These changes could make the IBL program more responsive, appropriate, to meet the changing needs of future cohorts and Indigenous communities.

When people talk about building capacity and creating meaningful change, they usually don’t have a way to validate or measure the capacity or change. I get to see the change in community, in government, in Indigenous business, every day. The proudest moment as an Aboriginal leader was when the first cohort walked across the stage. It meant I have done something lasting and meaningful for our people.

It is an honor and pleasure to write to you in support of this next step for EMBA IBL.

Michelle Corfield, BA, MA, DM
IBL EMBA Executive in Residence
May 12, 2020

Ali Dastmalchian, Dean of the Beedie School of Business
Simon Fraser University
Burnaby/Vancouver/Surrey, BC

Re: EMBA in Indigenous Business Leadership

Dear Ali Dastmalchian:

I am writing to express my support of this proposal and the revision of the program of the Executive Master of Business Administration – Indigenous Business Leadership program. I am confident that the new program will revitalize the curriculum to better support Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. The program revamp will further enhance Indigenous student’s learning and teach business in a culturally appropriate way that integrates Indigenous cultural elements into the curriculum to communicate business from an Indigenous perspective. In particular, these changes will better address the interplay between embracing western economic development and business practices and restoring traditional economies and ways of life. When Indigenous leaders make economic, legal or governance decisions they have lasting impacts on our communities and nations. By improving the program’s curriculum to include Indigenous perspectives to business and building local, sustainable economies, the program will ensure there is a cultural match between the community and economic decisions.

These changes could make the IBL program more responsive, appropriate, and useful so that it can meet the changing needs of future cohorts.

As a past student of the MBA – Indigenous Business Leadership program, I can attest to the gaps this program is filling by addressing Indigenous business, economic development and governance.
This letter supports the new Indigenous Business Leadership Executive MBA program. If you any questions or require further clarification, please do not hesitate to reach out to me by email or phone at lvarley@bcaafc.com or 250-388-5522.

Always in Friendship,

Leslie Varley
Executive Director, BCAAFC
May 6, 2020

Electronic Delivery

Ali Dastmalchian, Dean
Beedie School of Business, Simon Fraser University
500 Granville Street
Vancouver, B.C. V6C 1W6

Dear Mr. Dastmalchian,

RE: Support Letter for Indigenous Business Leadership Executive Master of Business Administration degree

I have prepared this letter to express my enthusiastic endorsement for this proposal. The Indigenous Business Leadership Executive Master of Business Administration degree is an innovative program that is urgently needed to address and resolve long-standing economic deficiencies within Indigenous communities. It is designed to prepare and enhance the skills of Indigenous leaders at this critical time of growth, change and opportunity within the world of business. It is the first time that a program like this at the graduate level anywhere in Canada. As one student stated, “I have waited 30 years for a program like this”.

The attached proposal illuminates the dynamic integration in the breadth, depth and diversity of Indigenous knowledge and experience that is captured and expressed through an economic lens with long-lasting impact on community as well as students, faculty and staff. The need for this integration within the education system is greater than ever. It offers tools and resources that can be utilized in a variety of settings, both Indigenous and non-Indigenous. Indigenous communities, businesses and organizations across Canada will embrace this program which offers hope, strength and pride.

As an alumni of the previous program who also teaches within the program, I have witnessed firsthand the interest and the support for this program. The potential impact of this program goes beyond the Indigenous community. I am confident that Indigenous people with MBA’s will directly effect change to the overall economic health of Canada, which I am already seeing within our Nation.

Thank you for this opportunity to express my support for this unique program.
Sincerely,

**Westbank First Nation**

RE: Support Letter for Indigenous Business Leadership Executive Master of Business Administration degree

Per:

yilmixʷəm Christopher Derickson
May 6th, 2020

Dr. Ali Dastmalchian  
Dean, Beedie School of Business  
Simon Fraser University  

Dear Ali;  

Thank you for sharing your proposal for Indigenous Business Leadership Executive Masters of Business Administration (IBL EMBA) program in the Beedie School of Business at Simon Fraser University. The program is unique in Canada and I congratulate the Beedie School on developing this program and successfully delivering 5 cohorts since 2012. I believe this program provides an important professional program and educational opportunity available for indigenous and non-indigenous students and I support the program as proposed.  

From the perspective of Coast Mountain College, the IBL EMBA serves as an important part of post-secondary ecosystem of programs available in British Columbia. I expect that some students beginning their post-secondary education at Coast Mountain College will be interested in participating in the SFU/Beedie IBL EMBA during their careers. Coast Mountain College provides programs that serve as a strong platform for students to build towards graduate degrees, such as the IBL EMBA, and we support the cooperation among post-secondary institutions to ensure there are traditional and non-traditional pathways to programs with a strong indigenous focus available for students.  

I am very familiar with the challenges of indigenous programs and understand the significant impact that programs like the IBL EMBA can have on indigenous people and communities. Coast Mountain serves communities that have traditionally be underserved with post-secondary education and we support the further development of graduate opportunities throughout the province. Congratulations on your success to date with the IBL EMBA program and all the best with the proposal and program redesign efforts in the future.  

Sincerely,  

Justin Kohlman  
CMTN President & CEO
Dear Mr. Dastmalchian,

I have prepared this letter to support the Indigenous Business Leadership Executive MBA proposal.

The proposal outlines a specialized MBA program for seasoned Indigenous leaders and managers who are seeking graduate education in the field of business management. The program enables a focus point for encouragement and support of community-based research and learning on topics that are of interest and importance to the Indigenous business community, whilst promoting protocols and acknowledges Indigenous traditional knowledge and worldviews.

In addition, the program expands opportunities for Indigenous peoples from communities and organizations across Canada to share their expertise with each other. From it, they emerge as intellectual leaders on topics related to global economic issues and mobilizes awareness and respect for Indigenous peoples’ cultures, epistemologies, histories, languages and traditions and the relevance of these to business management. I am so proud as a Coast Salish citizen and leader that SFU has recognized this need and is prepared to offer such a unique program.

I wholeheartedly support this proposal and am confident that this new program will continue to support the Indigenous business community and remove barriers that have long prevented communities from reaching their economic goals. It will allow Indigenous business graduates to return to their communities and business circles with pride and strength as they apply new tools and drive change.

This proposal ensures that the Indigenous Business Leadership Executive Masters of Business Administration program will be responsive, culturally appropriate and accommodates the needs of future Indigenous business leaders as they meander their way through the changing, competitive world of business today.
I urge your support of this proposal and its overall goals to address Indigenous business, economic development and governance through higher education.

Wa chexw yuu (Take care),

Sxwpilemaát Siyám, Chief Leanne Joe (Hereditary Chief from Squamish Nation),
Transformative Storyteller for Economic Reconciliation
Simon Fraser University, Faculty of Environment, Community Economic Development &
Squamish Nation Trustee
May 8, 2020

Dean Ali Dastmalchian,
SFU Beedie School of Business,
500 Granville Street
Vancouver, B.C. V6C 1W6

Dear Mr. Dastmalchian,

RE: Indigenous Business Leadership Executive Master of Business Administration (IBL EMBA)

I am writing to express my full support of the Indigenous Business Leadership Executive MBA proposal which outlines an innovative approach at the graduate level, that is culturally relevant and which reflects the real markets within which Indigenous business leaders operate.

This proposal outlines an approach to business learning that no other MBA program in North American has dared to offer. It balances essential indulgent and vital knowledge of business management and strategic leadership with Indigenous worldview and practices. It also helps to understand the opportunities, fundamental requirements and particular skills needed to lead and manage the process of innovation, growth and rapid changes. Most importantly, it provides a broad base of business concepts, tools and best practices that are adaptable within an Indigenous context and framework. This is exactly what Indigenous change makers and leaders need to break out of the shackles of poverty and to achieve a more self-reliant economic base within their communities.

As an Indigenous leader and MBA candidate in the current Indigenous Business Leadership program, I can attest to both the need and the importance of such a program. I am confident that the changes that this new program outlines will make the IBL program more responsive, appropriate and better able to meet the changing needs of future cohorts of Indigenous leaders and managers. SFU was a visionary leader in starting the IBL program and I hope that you continue that visionary path and embrace this new program.

If you would like to discuss further, I can be reached anytime at 604.506.5765 or email wschneider@nrtf.ca.

Respectfully,

Walter Schneider, CPA, CA, CAFM
Chief Executive Officer
May 7, 2020

Ali Dastmalchian
Dean
Simon Fraser University | Beedie School of Business

To Whom it May Concern:

Vancity is happy to express our continued support for Simon Fraser University’s Executive MBA in Indigenous Business Leadership Program. The program plays an important role in British Columbia’s reconciliation efforts, helping to close a critical gap in business leadership in the province and to make BC’s economy more resilient, inclusive and successful.

Vancity has a long track record of working with many Indigenous community partners to develop scalable, community-centred solutions that help achieve BC’s commitment to full and meaningful reconciliation in a province defined by the strength and resilience of its First Peoples. We believe in a BC where Indigenous knowledge and ways-of-being model how we treat our land and resources and how we build an economy that ensures everyone has access to healthy foods, safe and affordable housing, quality education and employment without barriers, and full participation within just, thriving and inclusive communities.

As a supporter and investor in the EMBA-ILB program since its inception, we know that the program makes a crucial contribution to realizing this vision. It helps close barriers Indigenous students still face in accessing funding for higher education. And its graduates fill a critical gap in business leadership in the province, helping build thriving indigenous businesses and communities while also incorporating Indigenous knowledge, lived experience, history and values into the business decision-making of BC companies. These outcomes make our economy stronger and more resilient while helping strengthen relationships and build bridges to understanding and move BC closer to full reconciliation.

Vancity has seen this contribution firsthand through the impact of program graduates within our own organization and our many partnerships with indigenous communities. Our partnership with the EMBA-ILB program has helped to facilitate learning for the students and the organization. As we’ve worked more together with students and graduates, the deeper understanding of each other has helped us grow stronger as an organization. In this way, the program is making a valuable contribution to building a solid foundation in BC for our Indigenous communities and the provincial economy to prosper together.

I would be happy to discuss the above with you in more detail.

Sincerely,

Sheryl Ries
Director, Diversity and Inclusion
Budget for the Proposed Program (financial and personnel)

Resource Requirements

The IBL EMBA requires instructional and administrative resources, all of which are available at or through SFU. With respect to instructional resources, each cohort of approximately 30-35 students will require instructors for 15 courses. As the capstone experience for the program is an applied project (and not a graduate thesis), graduate supervision will be provided by the Academic Director for the IBL EMBA Program. As discussed previously (see response to Question 26 above), instruction will be provided by continuing faculty at SFU from various academic units, by new faculty (continuing, visiting, limited term) hired specifically to teach in IBL EMBA as the program grows, and by sessional instructors hired to teach specific IBL EMBA courses.

With respect to administrative resources, IBL EMBA requires funding for Program Director, Program Coordinator, Recruitment and Admissions, Career Management Services, Co-curricular Experiences and Graduate Program Operations. All costs associated with the resources used by IBL EMBA will be borne by the program.

A detailed budget for IBL EMBA has been prepared in consultation with the Beedie School of Business’s Dean's Office, including Ali Dastmalchian, Dean; Andrew Gemino, Associate Dean, Graduate and Postdoctoral Studies; and Melissa McCrae, Executive Director, Graduate Programs. It has been developed in consultation with Jeff Derksen, Dean of Graduate Studies As a consequence, we are confident that the detailed budget is robust in its consideration of program costs and tuition revenue and that the IBL EMBA will be a sustainable program for SFU and the Beedie School of Business.

Proposed tuition and other program fees

Tuition Fees

Tuition will be charged on a per-term basis. There are several reasons for this. First, it will help to stabilize tuition fees for students, who otherwise could see large fluctuations in their tuition fees over the three terms. Second, it will make the estimation of tuition fees easier to administer and predict. Third, students registered in programs that charge fees on a per-term basis are recognized to be full-time by SFU. This has the additional benefit of making international students eligible for student visas. The proposed tuition fees in 2021 for students are $11,130.80 per term with annual increases of 2% thereafter.

The IBL EMBA is a premium fee program. The justification for the premium fee is the specialized nature of the indigenous program that integrates academic and professional instruction and necessitates extraordinary time and effort related to program instruction and administration.

Total Program Fees

The total program fees for domestic students who begin IBL EMBA in Fall 2021 will be $57,212.31 for domestic students.

Projected Program Surplus

Based on these tuition fees, the program is expected to break even given the costs of delivering the program. A portion of any surplus realized will be directed to a bursary targeted for IBL EMBA students.
Indigenous Business Leadership
Executive Master of Business Administration

APPENDIX 5

Vitae for Faculty
Appendix 5
Vitae for Faculty

Dr. John Borrows (Anishinaabe)

Biography

Professor Borrows, B.A., M.A., J.D., LL.M. (Toronto), Ph.D. (Osgoode Hall Law School), LL.D. (Hons.) (Dalhousie) F.R.S.C., is Canada Research Chair in Indigenous Law at the University of Victoria Law School. Prior to joining the Faculty, he was Professor and Robina Chair in Law and Society at the University of Minnesota Law School and Professor; Law Foundation Professor of Aboriginal Law and Justice at the University of Victoria Law School; Professor in the Faculty of Law at the University of Toronto; Associate Professor and First Nations Legal Studies Director, Faculty of Law at the University of British Columbia; Associate Professor and Director of the Intensive Programme in Lands, Resources and First Nations Governments at Osgoode Hall Law School.

Professor Borrows has served as a Visiting Professor and Acting Executive Director of the Indian Legal Program at Arizona State University College of Law in Phoenix, Arizona; Visiting Professor at the Faculty of Law of the University of New South Wales, Australia; New Zealand Law Foundation Distinguished Visitor at Waikato University in New Zealand; Visiting Professor at J. Rueben Clark Law School at BYU; Vine Deloria Distinguished Visitor at the University of Arizona James E. Rogers School of Law; LG Pathy Professor in Canadian Studies at Princeton University.

He teaches in the area of Constitutional Law, Indigenous Law, and Environmental Law. His publications include, Recovering Canada; The Resurgence of Indigenous Law (Donald Smiley Award for the best book in Canadian Political Science, 2002). Canada's Indigenous Constitution (Canadian Law and Society Best Book Award 2011), Drawing Out Law: A Spirit's Guide, all from the University of Toronto Press. Professor Borrows is a recipient an Aboriginal Achievement Award in Law and Justice, a Fellow of the Trudeau Foundation, and a Fellow of the Academy of Arts, Humanities and Sciences of Canada (RSC), Canada's highest academic honor, and a 2012 recipient of the Indigenous Peoples Counsel (I.P.C.) from the Indigenous Bar Association, for honor and integrity in service to Indigenous communities. John is Anishinabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario, Canada.

https://beedie.sfu.ca/profiles/JohnBorrows

Carolyn Egri

Biography

Dr. Carolyn Egri is the William J.A. Rowe EMBA Alumni Professor, and professor of management and organization studies. Carolyn is a pioneer in research related to corporate environmental and social responsibility - she has been publishing on this topic for more than 20 years, long before it became trendy. "It's meaningful work," she says. "Since it's a relatively new field, it's very exciting - there's the opportunity to develop new standards and ideas."
Appendix 5
Vitae for Faculty

Carolyn makes leadership and environmental sustainability the focus of her teaching, both for the Beedie School of Business and for other organizations. She is a recipient of the David L. Bradford Outstanding Educator Award (Organizational Behavior Teaching Society for Management Educators) and TD Canada Trust Distinguished Teaching award.

A prolific researcher, she has been examining corporate environmental social responsibility practices as well as cross-cultural differences in managerial values and influence tactics around the world. Carolyn devotes much of her time to service in her academic community; she has been an Associate Editor for the Academy of Management Learning & Education journal, and a chair of the Academy of Management's Organizations and the Natural Environment interest group. She has also been a director of the Organizational Behavior Teaching Society and serves on a variety of academic journal editorial boards.

https://beedie.sfu.ca/profiles/CarolynEgri

June Francis
Biography

June Francis is an Associate Professor of Marketing and is the Director of the Sustainable Development Program in the Faculty of Environment. In 2014, June won the Canada Trust Teaching Award for teaching excellence at the Beedie School of Business. She is also Director of the Institute for Diaspora Research and Engagement and is the Co-Lead for the CIRDI funded Co-Laboratorio Perú that supports inclusive sustainable development from natural resources through advancing cross-sector and inter-agency learning, planning, governance and practices. The project accomplishes this by working collaboratively with stakeholders, and embedding our activities in local universities.

Her research interests lie at the intersection of development, poverty alleviation and business. Specific research has focused on non-traditional intellectual property law such as geographical indicators and traditional knowledge; and poverty alleviation strategies in the extractive sectors. She also has research interests in scientific research collaboration. Previous research includes evaluating the determinants of export success for information technology and high technology firms, issues affecting the role of cultural values stereotyping and inter-group relations in business activities.

Originally from Jamaica, June moved to Canada to earn her MBA and to the United States to earn a PhD. Later she earned a LLB from the UK. Previously she worked for Clorox Co. of Canada as a new products manager and as an assistant product manager for Procter and Gamble Ltd. June adores travel, basketball and music. In 1986 she co-wrote a best-selling guidebook to Expo '86, then co-wrote others for Australia's '88 Olympics and for Spain in '92. She and her husband have also written a series of guidebooks to national parks in the USA. A former player with the Jamaican netball squad, June has coached the BC netball team to the Canadian tournament. She is also active in the non-profit sector is a member of SFU's board of governors and has previously served for several years on the board of directors of MOSAIC, a key immigrant and refugee settlement society.

https://beedie.sfu.ca/profiles/JuneFrancis
Dara Kelly (Stó:lō)

Biography

Dr Dara Kelly is from the Leq’á:mel First Nation, part of the Stó:lō Coast Salish. Her doctoral research at the University of Auckland Business School was entitled, “Feed the people and you will never go hungry: Illuminating Coast Salish economy of affection,” and explored Coast Salish philosophy of freedom, unfreedom, wealth and reciprocity, and how that shapes Coast Salish philosophy of economy. She conducted the research using research methodology emerging from Coast Salish philosophy, protocols and worldview. A paper stemming from her thesis won the Best Paper in Sustainability Award at the Sustainability, Ethics and Entrepreneurship (SEE) Conference in Puerto Rico in February 2017.

Currently Dr Kelly is working on the Coastal First Nations (CFN) Legacy Project. CFN is an alliance of First Nations communities on Haida Gwaii and the North and Central coasts of British Columbia. She will conduct oral history interviews to capture the core values of the CFN and develop case studies that will highlight key organizational challenges and successes from the perspective of those communities. In addition to her studies, Dara was a Researcher with the Mira Szászy Research Centre for Māori and Pacific Economic Development at The University of Auckland Business School. Dara also has experience in leadership development programming, and maintains collaborative research ties with Aotearoa-New Zealand in the area of Indigenous economic development.

https://beedie.sfu.ca/profiles/DaraKelly

Zain Nayani

Biography
Michael Parent

Biography

Michael Parent is Professor of Management Information Systems and Marketing at the Beedie School of Business. He received his MBA and PhD degrees from Queen’s University, Kingston, Canada and qualified for the Institute of Corporate Directors ICD.D designation. Before becoming an academic, he spent over a decade in the high technology industry. Before joining Beedie, he was an assistant professor at the Richard Ivey School of Business from 1996-2002.

An award-winning teacher, he has also received several research grants and awards. His current research interests center on governance practices at the Board level, e-business and social media, and luxury brands. Michael sits on the editorial review board for Journal of Advertising Research. He has published in practitioner-oriented journals like California Management Review and Business Horizons, as well as both MIS and Marketing academic journals like JMIS, JA, JSIS, I&M, IEEE and JAR. Michael has also written over 40 teaching case studies and co-authored three case teaching books.

Michael is an active executive educator, and has taught programs for the federal and many provincial governments in Canada, as well as companies like McCain Foods, SASOL, Bosch Industries, and the BC Transmission Corporation amongst others. He is the Academic Director for the Vancouver Directors’ Education Program for Canada’s Institute of Corporate Directors. He is affiliated with the University of Queensland in Brisbane, Australia.

https://beedie.sfu.ca/profiles/MichaelParent

Scott Powell

Biography

Scott Powell, ACA, MSc is an Adjunct Professor, Finance. Scott is both a Canadian and UK Chartered Accountant who holds an honours degree in politics/economics from Trent University and a master’s degree in economics from Cambridge University. He has written and delivered workshops around the world for major organizations including Bank of America, Merrill Lynch, Credit Suisse, Deutsche Bank, ING, JP Morgan, Standard Chartered, and many others, on topics such as financial forecasting, business valuation, advanced business and financial analysis, investment appraisal, and shareholder value creation. Scott has extensive experience designing and delivering creative training solutions using a variety of innovative approaches—business simulations, courses with fully-integrated case studies, instructor workshops, distance learning materials and lecture-based programs.

https://beedie.sfu.ca/graduate/executive-mba/emba-ibl/faculty
Gary Wagenheim

Biography

Gary Wagenheim is an adjunct professor in management and organization studies. Gary's expertise is in the areas of leadership, facilitation, strategic planning, training programs and organizational development. He has extensive experience teaching international courses in organizational behaviour, leadership, and interpersonal skills. He has taught throughout the US, Canada, Singapore, Brazil, China, Germany, Taiwan, India, and Finland.

In addition to teaching at SFU Beedie, Dr. Gary Wagenheim is adjunct management professor at Aalto University Executive Education. Dr. Wagenheim received a PhD and an MA in Human and Organizational Systems (Fielding Graduate University), an MBA in Organizational Behavior/ Organizational Change and Development (Syracuse University), and a BS in Business and Management (University of Maryland).

https://beedie.sfu.ca/profiles/GaryWagenheim

Eric Werker

Biography

Eric Werker is the William Saywell Professor and academic director of the PhD program at the Beedie School of Business at Simon Fraser University. He earned his A.B. and Ph.D in economics at Harvard, and then spent nearly a decade on the faculty of Harvard Business School before returning to Vancouver. Eric researches how less developed countries can build more thriving and inclusive private sectors, particularly when they are rich in natural resources, and how international actors can play a positive role in creating successful societies. He has written on foreign aid, private sector development, natural resource governance, non-governmental organizations, inter-governmental organizations, refugees, and Ebola. Eric teaches about strategy, policy, and global economics to MBAs and executives and has authored numerous case studies on companies and countries around the world.


Outside of academia, Eric serves on the Emerging Economy Task Force of the Province of British Columbia and the academic directorate of the Canadian International Resources and Development Institute, and is a nonresident fellow at the Center for Global Development in Washington and an advisor to the Liberia program of the International Growth Centre in London. He has set up and directed the International Growth Centre’s Liberia program, served as economic advisor to the President of
Liberia, supported host government teams negotiating concession agreements, was a member of the Centre for International Policy Studies study group on Canada’s sustainable development policy, consulted to the NGO Conservation International on low-carbon development and to the US Government’s Millennium Challenge Corporation on foreign aid projects, and worked with the Refugee Law Project in Uganda.

https://beedie.sfu.ca/profiles/EricWerker
At its July 15th, 2020 meeting, SCUP reviewed and approved program name changes in the Department of Indigenous Studies within the Faculty of Arts and Social Sciences.

Motion:
That Senate approve and recommend to the Board of Governors the following program name changes

- First Nations Studies Major
- Archaeology and First Nations Studies Joint Major
- First Nations Studies and Linguistics Joint Major
- First Nations Studies Minor
- First Nations Studies Research Certificate
- First Nations Studies Post Baccalaureate Diploma
- First Nations Studies Co-operative Education Program

to:
- Indigenous Studies Major
- Archaeology and Indigenous Studies Joint Major
- Indigenous Studies and Linguistics Joint Major
- Indigenous Studies Minor
- Indigenous Studies Research Certificate
- Indigenous Studies Post Baccalaureate Diploma
- Indigenous Studies Co-operative Education Program

within the Department of Indigenous Studies within the Faculty of Arts and Social Sciences, effective Summer 2021.

c: R. Reimer
MEMORANDUM

ATTENTION: Senate Committee on University Priorities

DATE: June 5, 2020

PAGES: 1/1

FROM: Wade Parkhouse, Chair

Senate Committee on Undergraduate Studies

RE: Faculty of Arts and Social Sciences (SCUS 20-49)

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of June 4, 2020, gives rise to the following recommendation:

Motion

That SCUP approve and recommend to Senate the program name changes from:

• First Nations Studies Major
• Archaeology and First Nations Studies Joint Major
• First Nations Studies and Linguistics Joint Major
• First Nations Studies Minor
• First Nations Studies Research Certificate
• First Nations Studies Post Baccalaureate Diploma
• First Nations Studies Co-operative Education Program

to:

• Indigenous Studies Major
• Archaeology and Indigenous Studies Joint Major
• Indigenous Studies and Linguistics Joint Major
• Indigenous Studies Minor
• Indigenous Studies Research Certificate
• Indigenous Studies Post Baccalaureate Diploma
• Indigenous Studies Co-operative Education Program in the Department of Indigenous Studies within the Faculty of Arts and Social Sciences.

The relevant documentation for review by SCUP is attached.
MEMO

ATTENTION Dr. Catherine Murray, FASSUCC Chair  TEL

FROM Dr. Rudy Reimer, INDG Undergraduate Chair

RE Program Name and Program Modification Changes – FNST to INDG

DATE April 30, 2020  TIME 2:05pm

Following the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25), both effective Fall 2020, the Department of Indigenous Studies wishes to put forward the following changes:

Program Name Change
- First Nations Studies to Indigenous Studies

Program Modifications
- First Nations Indigenous Studies Major
- Archaeology and First Nations Indigenous Studies Joint Major
- First Nations Indigenous Studies and Linguistics Joint Major
- First Nations Indigenous Studies Minor
- First Nations Indigenous Studies Research Certificate
- First Nations Indigenous Studies Post Baccalaureate Diploma
- First Nations Indigenous Studies Co-operative Education Program

Attached to this memo are the corresponding Program Name Change and Program Modification forms. Could these items please be added to the agenda of the next FASSUCC Meeting? Thank you.
Program Name Change

Name of Faculty and academic unit:
Faculty of Arts and Social Sciences, Indigenous Studies

Current name of program:
First Nations Studies

Proposed program name change:
Indigenous Studies

Rationale for change:
Changes to align with the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such as Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

Effective term and year:
Spring 2021
The following credential(s) will be affected by this change:

First Nations Studies Major
Archaeology and First Nations Studies Joint Major
First Nations Studies and Linguistics Joint Major
First Nations Studies Minor
First Nations Studies Research Certificate
First Nations Studies Post Baccalaureate Diploma
First Nations Studies Co-operative Education Program

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

First Nations Indigenous Studies Major
Archaeology and First Nations Indigenous Studies Joint Major
First Nations Indigenous Studies and Linguistics Joint Major
First Nations Indigenous Studies Minor
First Nations Indigenous Studies Research Certificate
First Nations Indigenous Studies Post Baccalaureate Diploma
First Nations Indigenous Studies Co-operative Education Program

Program Modification forms for each of the above credentials will follow.
To: Rudy Reimer  
Undergraduate Chair, Indigenous Studies  

From: George Nicholas  
TPC Chair, Archaeology  

Re: ARCH-Indigenous Studies Name Change  

Date: May 1, 2020  

Dear Rudy  

In response to your request for comment, I consulted with Merrill Farmer, Department Manager, and Dennis Sandgathe, Undergraduate Program Chair. We consent to the name change that is proposed.  

Sincerely,  

George Nicholas,  
Professor and Chair  

cc: Merrill Farmer, Dept. Manager  
Dennis Sandgathe, UEC Chair
Dear Dr. Reimer,

I hereby give my full consent for the change of the name of our Joint Major with Indigenous Studies from "First Nations Studies and Linguistics Joint Major" to "Indigenous Studies and Linguistics Joint Major."

Kind Regards,

Nancy Hedberg
Professor of Linguistics and Cognitive Science
Chair, Department of Linguistics
Name of Program or Name of Faculty

Indigenous Studies Major

Rationale for change:

Changes to align with the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such as Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

Effective term and year:

Spring 2021

The following program(s) will be affected by these changes:

First Nations Studies Major

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

First Nations Indigenous Studies Major
BACHELOR OF ARTS
This bachelor of arts (BA) degree program is for those who are interested in focusing and expanding their expertise in this discipline. Students will gain detailed insight into the cultures, histories and contemporary developments of Indigenous peoples in British Columbia and North America. Students will develop a solid foundation in the study of Indigenous issues from a variety of disciplinary approaches.

Program Declaration
Students seeking admission into an First Nations Indigenous Studies Academic Program must demonstrate competency in a minimum of three FNST INDG courses at SFU with an average subject grade of C or better. Completion of FNST INDG 101 and FNST INDG 201W prior to declaring a FNST INDG program is recommended.

Students who have successfully completed three or more FNST INDG courses should contact the Department Advisor (fnstmgr@sfu.ca) to review eligibility and program completion timeline.

Program Requirements
Students should plan their program in consultation with the First Nations Indigenous Studies advisor.

Lower Division Requirements
Students complete a minimum total of 15 units, including

- FNST 101 - Introduction to First Nations Studies (3)
- FNST 201W - Canadian Aboriginal Peoples’ Perspectives on History (3)

and a minimum of nine units from

- ARCH 273 - Archaeology of the New World (4)
- FNST 110W - International Indigenous Lifewriting (4)
- FNST 111 - Introduction to Participatory Indigenous Research Methods (3)
- FNST 186 - Coast Salish Studies (3)
- FNST 212 - Indigenous Perceptions of Landscape (3)
- FNST 222 - Selected Topics in First Nations Studies (3) *
- FNST 232 - Introduction to Ethnoecology in First Nations Studies (3)
- FNST 286 - Indigenous Peoples and British Columbia: An Introduction (3)

Other courses which have First Nations Indigenous content may be applied toward the major as an elective, subject to approval by the department. Students are advised to consult the program advisor.
* may be completed more than once when offered as a different topic

Upper Division Requirements

Students complete a minimum total of 30 units, including

FNST 301 - Issues in Applied First Nations Studies Research (3)
FNST 401 - Aboriginal Peoples and Public Policy (3)
FNST 402W - The Discourse of Aboriginal Peoples (3)
FNST 403 - Indigenous Knowledge in the Modern World (3)

and at least 18 units chosen from

EDUC 311 - Foundations in Aboriginal Education, Language, and Culture (3)
ENGL 453W - Aboriginal Literatures (4)
FNST 322 - Special Topics in First Nations Studies (0) +
FNST 325 - History of Aboriginal Peoples of North America to 1850 (4) ++ or HIST 325 - History of Aboriginal Peoples of North America to 1850 (4) ++
FNST 326 - History of Aboriginal Peoples of North America Since 1850 (4) ++ or HIST 326 - History of Aboriginal Peoples of North America Since 1850 (4) ++
FNST 327 - Aboriginal Women in Canada (4) ++ or GSWS 327 - Aboriginal Women in Canada (4) ++
FNST 329 - Sexuality and Gender: Indigenous Perspectives (3)
FNST 332 - Ethnobotany of British Columbia First Nations (3)
FNST 333 - Ethnozoology of British Columbia First Nations (3)
FNST 353W - First Nations Heritage Stewardship (3)
FNST 360 - Popular Writing by Indigenous Authors (4) ++ or ENGL 360 - Popular Writing by Indigenous Authors (4) ++
FNST 363 - Indigenous Poetry, Poetics, Printmaking (4)
FNST 376 - Indigenous Weaving Technologies: Community of Beings (4)
FNST 383 - Indigenous Technology: Art and Sustainability (4)
FNST 419 - Aboriginal/Indigenous Justice (3) ++ or CRIM 419 - Aboriginal/Indigenous Justice (3) ++
FNST 429 - Indigenous Peoples and International Law (3) ++ or CRIM 429 - Indigenous Peoples and International Law (3) ++
FNST 433 - Indigenous Environmental Justice and Activism (4)
FNST 442 - Directed Readings in First Nations Studies (3)
FNST 443W - Aboriginal Peoples, History and the Law (4) ++ or HIST 443W - Aboriginal Peoples, History and the Law (4) ++
FNST 447 - Directed Studies in First Nations Studies (3)
FNST 462 - Indigenous Oral Testimony: Theory, Practice, Purpose, Community (4)
SA 388 - Comparative Studies of Minority Indigenous Peoples (A) (4)
Other special topics and/or directed studies courses may be applied toward the major, provided the content suggests a suitable substitution, and subject to approval by the undergraduate chair or program advisor. Examples of such courses are ARCH 321 and 331 when the course topic has significant First Nations or Indigenous content. Credit accumulated in the certificate in First Nations Indigenous Studies research may be applied toward the major in First Nations Indigenous Studies.

+ may be completed more than once when offered as a different topic

++ only one of the two courses may be used
Program Modification Template

Name of Program or Name of Faculty
Archaeology and Indigenous Studies Joint Major

Rationale for change:
Changes to align with the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such as Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

Effective term and year:
Spring 2021

The following program(s) will be affected by these changes:
Archaeology and First Nations Studies Joint Major

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

Archaeology and First Nations Indigenous Studies Joint Major
BACHELOR OF ARTS

This program focuses and expands expertise in areas where archaeology and First Nations Indigenous Studies intersect.

Joint major students will gain insight into ancient and contemporary First Nations Indigenous cultures in British Columbia and North America and learn about Aboriginal Indigenous perspectives on the contemporary world, including First Nations issues in archaeology, cultural heritage, resource management, government relations and land claims. Students are trained in material culture studies, techniques and technologies to analyze the ancient and historic past, ancient and modern artistic traditions, conservation and management of archaeological and museum collections, and other public exhibits related to First Nations Indigenous heritage. Students should plan their program in consultation with First Nations Indigenous Studies and Archaeology advisors.

Program Requirements

Students complete 120 units, including a minimum of 45 upper division units, as specified below. Students may opt for a bachelor of arts degree from either the Faculty of Arts and Social Sciences or the Faculty of Environment. Faculty requirements will be governed by the faculty from which the student chooses to complete a degree.

Lower Division Archaeology Requirements

Students complete all of

ARCH 131 - Human Origins (3)
ARCH 201 - Reconstructing the Human Past (3)
ARCH 272W - Archaeology of the Old World (4)
ARCH 273 - Archaeology of the New World (4)

Lower Division First Nations Indigenous Studies Requirements

Students complete all of

FNST 101 - Introduction to First Nations Studies (3)
FNST 201W - Canadian Aboriginal Peoples’ Perspectives on History (3)
SA 101 - Introduction to Anthropology (A) (4)

and one of

FNST 212 - Indigenous Perceptions of Landscape (3)
FNST 222 - Selected Topics in First Nations Studies (3) *
FNST 286 - Indigenous Peoples and British Columbia: An Introduction (3)
* may be completed more than once when offered as a different topic

Upper Division Archaeology Requirements

Students complete at least 24 units of upper division archaeology including all of

ARCH 372 - Material Culture Analysis (4)
ARCH 378 - Pacific Northwest North America (3)
ARCH 386 - Archaeological Resource Management (3)
ARCH 471W - Archaeological Theory (5)

and two of

ARCH 301 - Ancient Visual Art (3)
ARCH 348 - Archaeological Conservation (5)
ARCH 349 - Management of Archaeological Collections (5)
ARCH 376 - Quantitative Methods in Archaeology (4)

Upper Division First Nations Indigenous Studies Requirements

Students complete at least 22 units of upper division First Nations studies Indigenous Studies courses, including all of

FNST 301 - Issues in Applied First Nations Studies Research (3)
FNST 401 - Aboriginal Peoples and Public Policy (3)
FNST 402W - The Discourse of Aboriginal Peoples (3)
FNST 403 - Indigenous Knowledge in the Modern World (3)

and the remaining 10 units from

FNST 322 - Special Topics in First Nations Studies (0) †
FNST 325 - History of Aboriginal Peoples of North America to 1850 (4) + or HIST 325 - History of Aboriginal Peoples of North America to 1850 (4) +
FNST 326 - History of Aboriginal Peoples of North America Since 1850 (4) + or HIST 326 - History of Aboriginal Peoples of North America Since 1850 (4) +
FNST 327 - Aboriginal Women in Canada (4) + or GSWS 327 - Aboriginal Women in Canada (4) +
FNST 329 - Sexuality and Gender: Indigenous Perspectives (3)
FNST 332 - Ethnobotany of British Columbia First Nations (3)
FNST 353W - First Nations Heritage Stewardship (3)
FNST 360 - Popular Writing by Indigenous Authors (4) + or ENGL 360 - Popular Writing by Indigenous Authors (4) +
FNST 363 - Indigenous Poetry, Poetics, Printmaking (4)
FNST 376 - Indigenous Weaving Technologies: Community of Beings (4)
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<tr>
<th>Course Code</th>
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<tr>
<td>FNST 383</td>
<td>Indigenous Technology: Art and Sustainability</td>
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</tr>
<tr>
<td>FNST 419</td>
<td>Aboriginal/Indigenous Justice</td>
<td>3 †</td>
</tr>
<tr>
<td>CRIM 419</td>
<td>Aboriginal/Indigenous Justice</td>
<td>3 †</td>
</tr>
<tr>
<td>FNST 429</td>
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<tr>
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<td>3</td>
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<tr>
<td>FNST 443W</td>
<td>Aboriginal Peoples, History and the Law</td>
<td>4 †</td>
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<tr>
<td>HIST 443W</td>
<td>Aboriginal Peoples, History and the Law</td>
<td>4 †</td>
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<tr>
<td>FNST 447</td>
<td>Directed Studies in First Nations Studies</td>
<td>3</td>
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<tr>
<td>FNST 462</td>
<td>Indigenous Oral Testimony: Theory, Practice, Purpose, Community</td>
<td>4</td>
</tr>
<tr>
<td>LING 430</td>
<td>Aboriginal Languages of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>SA 388</td>
<td>Comparative Studies of Minority Indigenous Peoples (A)</td>
<td>4</td>
</tr>
</tbody>
</table>

Other First Nations Indigenous content courses may be applied, subject to department approval.

+ only one of the two courses may be used

† may be completed more than once when offered as a different topic
**Name of Program or Name of Faculty**

Indigenous Studies and Linguistics Joint Major

**Rationale for change:**

Changes to align with the Senate-approved Department Name Change from *Department of First Nations Studies* to *Department of Indigenous Studies* ([S.20-3](#)) and acronym change from *FNST* to *INDG* ([S.19-124, p. 14-25](#)) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such a Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

**Effective term and year:**

Spring 2021

**The following program(s) will be affected by these changes:**

First Nations Studies and Linguistics Joint Major

**Calendar Change:** “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a **bold**.

First Nations Indigenous Studies and Linguistics Joint Major
BACHELOR OF ARTS

This joint major will focus and expand expertise where these two disciplines intersect. Students will gain insight into the languages and cultures of British Columbia and North America First Nations Indigenous people. The program provides in-depth understanding of at least one First Nations Indigenous language and develops skills related to language teaching and curriculum development. Students should plan their studies in consultation with both the First Nations Indigenous Studies and the Department of Linguistics advisors.

Admission Requirements

An overall 2.40 cumulative GPA and a minimum C+ grade in LING 220 is required for admission to the major and all joint major programs.

Program Requirements

Students complete 120 units, as specified below.

Lower Division First Nations Indigenous Studies Requirements

Students complete at least 13 units of lower division First Nations Indigenous Studies courses including all of

- FNST 101 - Introduction to First Nations Studies (3)
- FNST 201W - Canadian Aboriginal Peoples’ Perspectives on History (3)
- SA 101 - Introduction to Anthropology (A) (4)

and three additional units in a 100 or 200 division course with significant First Nations Indigenous content, subject to department approval. Examples of these courses follow.

- ARCH 273 - Archaeology of the New World (4)
- FNST 110W - International Indigenous Lifewriting (4)
- FNST 212 - Indigenous Perceptions of Landscape (3)
- FNST 222 - Selected Topics in First Nations Studies (3) ***

*** may be completed more than once when offered as a different topic

Lower Division Linguistics Requirements

Students complete at least 15 units of lower division linguistics courses including both of

- LING 220 - Introduction to Linguistics (3)
- LING 282W - Writing for Linguistics (3)
and nine additional 100 or 200 division LING and/or FNGL units. Note that LING 282W is required for all upper division Linguistics courses.

Subject to approval by the program director, other lower division courses that have First Nations Indigenous language content may be applied toward this program.

Upper Division First Nations Indigenous Studies Requirements

Students complete at least 21 units of upper division First Nations Indigenous Studies courses including all of

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>FNST 301</td>
<td>Issues in Applied First Nations Studies Research (3)</td>
</tr>
<tr>
<td>FNST 401</td>
<td>Aboriginal Peoples and Public Policy (3)</td>
</tr>
<tr>
<td>FNST 402W</td>
<td>The Discourse of Aboriginal Peoples (3)</td>
</tr>
<tr>
<td>FNST 403</td>
<td>Indigenous Knowledge in the Modern World (3)</td>
</tr>
<tr>
<td>ARCH 378</td>
<td>Pacific Northwest North America (3)</td>
</tr>
<tr>
<td>CRIM 311</td>
<td>Minorities and the Criminal Justice System (3)</td>
</tr>
<tr>
<td>ENGL 453W</td>
<td>Aboriginal Literatures (4)</td>
</tr>
<tr>
<td>FNST 322</td>
<td>Special Topics in First Nations Studies (0)</td>
</tr>
<tr>
<td>FNST 325</td>
<td>History of Aboriginal Peoples of North America to 1850 (4) or HIST 325 -</td>
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<td></td>
<td>History of Aboriginal Peoples of North America to 1850 (4)†</td>
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<tr>
<td>FNST 326</td>
<td>History of Aboriginal Peoples of North America Since 1850 (4) or HIST 326 -</td>
</tr>
<tr>
<td></td>
<td>History of Aboriginal Peoples of North America Since 1850 (4)†</td>
</tr>
<tr>
<td>FNST 327</td>
<td>Aboriginal Women in Canada (4) or GSWS 327 - Aboriginal Women in Canada (4)†</td>
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<tr>
<td>FNST 353W</td>
<td>First Nations Heritage Stewardship (3)</td>
</tr>
<tr>
<td>FNST 360</td>
<td>Popular Writing by Indigenous Authors (4) or ENGL 360 - Popular Writing by</td>
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<tr>
<td></td>
<td>Indigenous Authors (4)</td>
</tr>
<tr>
<td>FNST 363</td>
<td>Indigenous Poetry, Poetics, Printmaking (4)</td>
</tr>
<tr>
<td>FNST 376</td>
<td>Indigenous Weaving Technologies: Community of Beings (4)</td>
</tr>
<tr>
<td>FNST 383</td>
<td>Indigenous Technology: Art and Sustainability (4)</td>
</tr>
<tr>
<td>FNST 419</td>
<td>Aboriginal/Indigenous Justice (3) or CRIM 419 - Aboriginal/Indigenous</td>
</tr>
<tr>
<td></td>
<td>Justice (3)†</td>
</tr>
<tr>
<td>FNST 429</td>
<td>Indigenous Peoples and International Law (3) or CRIM 429 - Indigenous</td>
</tr>
<tr>
<td></td>
<td>Peoples and International Law (3)†</td>
</tr>
<tr>
<td>FNST 433</td>
<td>Indigenous Environmental Justice and Activism (4)</td>
</tr>
<tr>
<td>FNST 442</td>
<td>Directed Readings in First Nations Studies (3)</td>
</tr>
<tr>
<td>FNST 443W</td>
<td>Aboriginal Peoples, History and the Law (4) or HIST 443W - Aboriginal</td>
</tr>
<tr>
<td></td>
<td>Peoples, History and the Law (4)†</td>
</tr>
</tbody>
</table>
FNST 447 - Directed Studies in First Nations Studies (3)
FNST 462 - Indigenous Oral Testimony: Theory, Practice, Purpose, Community (4)
HIST 427 - Topics in Indigenous Histories (4)
SA 388 - Comparative Studies of Minority Indigenous Peoples (A) (4)

Other courses that have First Nations Indigenous content may be applied toward this program, subject to department approval.

* when topic is appropriate
† only one of the two courses may be used
†† may be completed more than once when offered as a different topic

Upper Division Linguistics Requirements

Students complete at least 21 units of upper division linguistics courses including two of

LING 321 - Phonology (3)
LING 322 - Syntax (3)
LING 323 - Morphology (3)
LING 324 - Semantics (3)
LING 330 - Phonetics (3)

and two of

FNLG 433 - First Nations Language Mentoring I (3)
FNLG 434 - First Nations Language Mentoring II (3)
LING 408 - Field Linguistics (3)
LING 430 - Aboriginal Languages of the Americas (3)
LING 431 - Language Structures I (3)
LING 432 - Language Structures II (3)

and nine additional upper division LING and/or FNLG units. The following are recommended.

FNLG 335 - Topics in First Nations Language I (3)
FNLG 435 - Topics in First Nations Language II (3)
LING 309W - Sociolinguistics (3)
LING 350 - First Language Acquisition (3)
LING 360 - Introduction to Applied Linguistics (3)
LING 362 - Introduction to Teaching English as a Second Language to Adults (3)
LING 407 - Historical Linguistics (3)
LING 441 - Linguistic Universals and Typology (3)
Special topics and/or directed readings courses may be applied toward this program, subject to approval by the program director or advisor.
**Name of Program or Name of Faculty**

Indigenous Studies Minor

**Rationale for change:**

Changes to align with the Senate-approved Department Name Change from **Department of First Nations Studies** to **Department of Indigenous Studies** ([S.20-3](#)) and acronym change from **FNST** to **INDG** ([S.19-124, p. 14-25](#)) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such as Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

**Effective term and year:**

Spring 2021

**The following program(s) will be affected by these changes:**

First Nations Studies Minor

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**Calendar Change:** “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a **bold**.

First Nations **Indigenous** Studies Minor
This program studies traditional and contemporary issues involving Aboriginal Indigenous peoples of North America and Canada in particular. Designed for both First Nations Indigenous and non-First Nations non-Indigenous students, its focus is on First Nations Indigenous knowledge, cultures, languages, Indigenous knowledge and histories, as well as "Indian-White" relations, the development of federal and provincial policy toward Aboriginal Indigenous peoples, Aboriginal Indigenous rights and title questions, economic development and self-government. The minor critically presents and examines these issues with the perspectives of Aboriginal Indigenous peoples, and will present research methods pertinent to past, present and future issues affecting Aboriginal Indigenous peoples.

This program may be completed in conjunction with any major honours bachelor’s degree, or as part of a Bachelor of Arts degree with two minors. Students should plan their program in consultation with the First Nations Indigenous Studies advisor.

Program Declaration

Students seeking admission into an First Nations Indigenous Studies Academic Program must demonstrate competency in a minimum of three FNST INDG courses at SFU with an average subject grade of C or better. Completion of FNST INDG 101 and FNST INDG 201W prior to declaring a FNST INDG program is recommended.

Students who have successfully completed three or more FNST INDG courses should contact the Department Advisor (fnstmgr@sfu.ca) to review eligibility and program completion timeline.

Program Requirements

Lower Division Requirements

Students complete at least nine units including

FNST 101 - Introduction to First Nations Studies (3)
FNST 201W - Canadian Aboriginal Peoples’ Perspectives on History (3)

and at least one course from

FNST 110W - International Indigenous Lifewriting (4)
FNST 111 - Introduction to Participatory Indigenous Research Methods (3)
FNST 186 - Coast Salish Studies (3)
FNST 212 - Indigenous Perceptions of Landscape (3)
FNST 222 - Selected Topics in First Nations Studies (3) **
FNST 232 - Introduction to Ethnoecology in First Nations Studies (3)
FNST 286 - Indigenous Peoples and British Columbia: An Introduction (3)
Other courses which have First Nations Indigenous content may be applied toward the minor as an elective, subject to approval by the program advisor.

** may be completed more than once when offered as a different topic

Upper Division Requirements

At least 15 upper division units are required, including at least six units from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNST 301</td>
<td>Issues in Applied First Nations Studies Research (3)</td>
</tr>
<tr>
<td>FNST 401</td>
<td>Aboriginal Peoples and Public Policy (3)</td>
</tr>
<tr>
<td>FNST 402W</td>
<td>The Discourse of Aboriginal Peoples (3)</td>
</tr>
<tr>
<td>FNST 403</td>
<td>Indigenous Knowledge in the Modern World (3)</td>
</tr>
</tbody>
</table>

Students must also complete at least nine units from

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 378</td>
<td>Pacific Northwest North America (3)</td>
</tr>
<tr>
<td>ARCH 386</td>
<td>Archaeological Resource Management (3)</td>
</tr>
<tr>
<td>FNST 301</td>
<td>Issues in Applied First Nations Studies Research (3)</td>
</tr>
<tr>
<td>FNST 322</td>
<td>Special Topics in First Nations Studies (0)</td>
</tr>
<tr>
<td>FNST 325</td>
<td>History of Aboriginal Peoples of North America to 1850 (4) or HIST 325</td>
</tr>
<tr>
<td></td>
<td>History of Aboriginal Peoples of North America to 1850 (4)</td>
</tr>
<tr>
<td>FNST 326</td>
<td>History of Aboriginal Peoples of North America Since 1850 (4) or HIST 326</td>
</tr>
<tr>
<td></td>
<td>History of Aboriginal Peoples of North America Since 1850 (4)</td>
</tr>
<tr>
<td>FNST 327</td>
<td>Aboriginal Women in Canada (4) or GSWS 327 - Aboriginal Women in Canada (4)</td>
</tr>
<tr>
<td>FNST 329</td>
<td>Sexuality and Gender: Indigenous Perspectives (3)</td>
</tr>
<tr>
<td>FNST 332</td>
<td>Ethnobotany of British Columbia First Nations (3)</td>
</tr>
<tr>
<td>FNST 333</td>
<td>Ethnozoology of British Columbia First Nations (3)</td>
</tr>
<tr>
<td>FNST 353W</td>
<td>First Nations Heritage Stewardship (3)</td>
</tr>
<tr>
<td>FNST 360</td>
<td>Popular Writing by Indigenous Authors (4) or ENGL 360 - Popular Writing by</td>
</tr>
<tr>
<td></td>
<td>Indigenous Authors (4)</td>
</tr>
<tr>
<td>FNST 363</td>
<td>Indigenous Poetry, Poetics, Printmaking (4)</td>
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<td>FNST 376</td>
<td>Indigenous Weaving Technologies: Community of Beings (4)</td>
</tr>
<tr>
<td>FNST 383</td>
<td>Indigenous Technology: Art and Sustainability (4)</td>
</tr>
<tr>
<td>FNST 401</td>
<td>Aboriginal Peoples and Public Policy (3) III</td>
</tr>
<tr>
<td>FNST 402W</td>
<td>The Discourse of Aboriginal Peoples (3) III</td>
</tr>
<tr>
<td>FNST 403</td>
<td>Indigenous Knowledge in the Modern World (3) III</td>
</tr>
<tr>
<td>FNST 419</td>
<td>Aboriginal/Indigenous Justice (3) or CRIM 419 - Aboriginal/Indigenous Justice (3)</td>
</tr>
<tr>
<td>FNST 429</td>
<td>Indigenous Peoples and International Law (3) or CRIM 429 - Indigenous Peoples and International Law (3)</td>
</tr>
<tr>
<td>FNST 433</td>
<td>Indigenous Environmental Justice and Activism (4)</td>
</tr>
<tr>
<td>FNST 442</td>
<td>Directed Readings in First Nations Studies (3)</td>
</tr>
</tbody>
</table>
FNST 443W - Aboriginal Peoples, History and the Law (4) † or HIST 443W - Aboriginal Peoples, History and the Law (4) †
FNST 447 - Directed Studies in First Nations Studies (3)
FNST 462 - Indigenous Oral Testimony: Theory, Practice, Purpose, Community (4)
LING 430 - Aboriginal Languages of the Americas (3)
LING 431 - Language Structures I (3) †††
LING 432 - Language Structures II (3) †††
SA 386 - The Ethnography of Politics (SA) (4)
SA 388 - Comparative Studies of Minority Indigenous Peoples (A) (4)

Other courses which have First Nations Indigenous content may be applied toward the minor as an elective, subject to approval by the program advisor.

Credit accumulated in the certificate in First Nations Indigenous Studies Research may be applied toward the minor in First Nations Indigenous Studies.

*** when not used toward requirement of six units core requirement of six upper division units

† only one of the two courses may be used

†† may be completed more than once when offered as a different topic

††† only when the topic is an Aboriginal Indigenous language; preferably in the same language in both courses
Name of Program or Name of Faculty

Indigenous Studies Research Certificate

Rationale for change:

Changes to align with the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such as Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

Effective term and year:

Spring 2021

The following program(s) will be affected by these changes:

First Nations Studies Research Certificate

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

First Nations Indigenous Studies Research CERTIFICATE
This program explores the history, prehistory, culture, language and contemporary situation of Canadian Aboriginal Indigenous peoples, and teaches basic research skills in this context about First Nations/Aboriginal issues with emphasis on BC Aboriginal people. Normal completion requires five full time terms. The certificate, which can be completed as a full-time or part time program or as part of a bachelor’s degree, is especially suited to students who wish to gain proficiency in First Nations/Aboriginal Indigenous issues, social research skills, and basic cultural resource management skills. Students should plan their admission and program in consultation with the First Nations Indigenous Studies advisor.

Admission Requirements

Normal University admission requirements apply. Students may be admitted under regular or special categories. Assistance is available at the First Nations Studies' Burnaby office from the Indigenous Studies advisor.

Program Declaration

Students seeking admission into an First Nations Indigenous Studies Academic Program must demonstrate competency in a minimum of three FNST INDG courses at SFU with an average subject grade of C or better. Completion of FNST INDG 101 and FNST INDG 201W prior to declaring an FNST INDG program is recommended.

Students who have successfully completed three or more FNST INDG courses should contact the Department Advisor (fnstmgr@sfu.ca) to review eligibility and program completion timeline.

Program Requirements

Lower and Upper Division Requirements

Requirements include

successful completion of at least 30 units, of which a minimum 18 are earned by completing six required courses. In addition, students complete one practicum option (Option 1, 2, or 3). The remaining six units are selected from the specified list of optional courses.

minimum grade point average of 2.0 calculated on all courses applied to the certificate. Duplicate courses are counted only once.

completion of the certificate normally within five years of program admission.

Students complete all of
FNST 101 - Introduction to First Nations Studies (3)  
FNST 201W - Canadian Aboriginal Peoples’ Perspectives on History (3)  
FNST 212 - Indigenous Perceptions of Landscape (3)  
FNST 301 - Issues in Applied First Nations Studies Research (3)  
and a total of 18 units from each of the following four categories:

a) one course from

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNST 332 - Ethnobotany of British Columbia First Nations (3)</td>
<td></td>
</tr>
<tr>
<td>FNST 333 - Ethnozoology of British Columbia First Nations (3)</td>
<td></td>
</tr>
<tr>
<td>FNST 353W - First Nations Heritage Stewardship (3)</td>
<td></td>
</tr>
<tr>
<td>FNST 433 - Indigenous Environmental Justice and Activism (4)</td>
<td></td>
</tr>
</tbody>
</table>

b) one course from

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 201 - Reconstructing the Human Past (3)</td>
<td></td>
</tr>
<tr>
<td>GEOG 100 - Our World: Introducing Human Geography (3)</td>
<td></td>
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<tr>
<td>SA 101 - Introduction to Anthropology (A) (4)</td>
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</tr>
</tbody>
</table>

c) and one practicum option

**OPTION 1**
One term placement in the SFU Co-operative Education Program in First Nations Indigenous Studies with a place in an Aboriginal Indigenous organization. The employment situation must be acceptable to the First Nations Indigenous Studies research program. First Nations Indigenous Studies Co-op courses include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS 201 - FASS Co-op Practicum I (3)</td>
<td></td>
</tr>
<tr>
<td>FASS 301 - FASS Co-op Practicum II (3)</td>
<td></td>
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<tr>
<td>FASS 302 - FASS Co-op Practicum III (3)</td>
<td></td>
</tr>
<tr>
<td>FASS 401 - FASS Co-op Practicum IV (3)</td>
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<tr>
<td>FASS 402 - FASS Co-op Practicum V (3)</td>
<td></td>
</tr>
</tbody>
</table>

**OPTION 2**
At least five units of an archaeology field school involving survey and excavation of an Indigenous heritage site, or an Indigenous focused field school in another discipline, subject to approval by the First Nations Indigenous Studies Department.

**OPTION 3**
FNST INDG 442 Directed Readings in First Nations Indigenous Studies (3) is required, which permits a faculty member to supervise an independent field research project acceptable to the First Nations Indigenous Studies research certificate.

and the remaining units chosen from the following list.
FNST 110W - International Indigenous Lifewriting (4)
FNST 111 - Introduction to Participatory Indigenous Research Methods (3)
FNST 186 - Coast Salish Studies (3)
FNST 222 - Selected Topics in First Nations Studies (3) ††
FNST 232 - Introduction to Ethnoecology in First Nations Studies (3)
FNST 286 - Indigenous Peoples and British Columbia: An Introduction (3)
FNST 322 - Special Topics in First Nations Studies (0) ††
FNST 325 - History of Aboriginal Peoples of North America to 1850 (4) † or HIST 325 - History of Aboriginal Peoples of North America to 1850 (4) †
FNST 326 - History of Aboriginal Peoples of North America Since 1850 (4) † or HIST 326 - History of Aboriginal Peoples of North America Since 1850 (4) †
FNST 327 - Aboriginal Women in Canada (4) † or GSWS 327 - Aboriginal Women in Canada (4) †
FNST 329 - Sexuality and Gender: Indigenous Perspectives (3)
FNST 332 - Ethnobotany of British Columbia First Nations (3) **
FNST 333 - Ethnozoology of British Columbia First Nations (3) **
FNST 353W - First Nations Heritage Stewardship (3) **
FNST 360 - Popular Writing by Indigenous Authors (4) or ENGL 360 - Popular Writing by Indigenous Authors (4)
FNST 363 - Indigenous Poetry, Poetics, Printmaking (4)
FNST 376 - Indigenous Weaving Technologies: Community of Beings (4)
FNST 383 - Indigenous Technology: Art and Sustainability (4)
FNST 401 - Aboriginal Peoples and Public Policy (3)
FNST 402W - The Discourse of Aboriginal Peoples (3)
FNST 403 - Indigenous Knowledge in the Modern World (3)
FNST 419 - Aboriginal/Indigenous Justice (3) † or CRIM 419 - Aboriginal/Indigenous Justice (3) †
FNST 429 - Indigenous Peoples and International Law (3) † or CRIM 429 - Indigenous Peoples and International Law (3) †
FNST 433 - Indigenous Environmental Justice and Activism (4) **
FNST 442 - Directed Readings in First Nations Studies (3)
FNST 443W - Aboriginal Peoples, History and the Law (4) † or HIST 443W - Aboriginal Peoples, History and the Law (4) †
FNST 447 - Directed Studies in First Nations Studies (3)
FNST 462 - Indigenous Oral Testimony: Theory, Practice, Purpose, Community (4)

Other courses that have significant First Nations/Aboriginal Indigenous content maybe counted towards this certificate with First Nations Indigenous Studies approval.

Note: Some Burnaby or Vancouver campus courses maybe used toward the certificate with department approval. A three course maximum (10 units) of comparable content and level from an approved college or university may be transferred, subject to University regulations and department approval. Units applied to this certificate may also apply to a
major, a joint major or minor or bachelor's degree under normal program regulations, but may not be applied to another Simon Fraser University certificate or diploma.

** when not used in the preceding group a) requirement.

† only one of the two courses may be used and may count toward the certificate

†† may be completed more than once when offered as a different topic
Name of Program or Name of Faculty

Indigenous Studies Post Baccalaureate Diploma

Rationale for change:

Changes to align with the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such a Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

Effective term and year:

Spring 2021

The following program(s) will be affected by these changes:

First Nations Studies Post Baccalaureate Diploma

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

First Nations Indigenous Studies
POST BACCALAUREATE DIPLOMA
Through First Nations Indigenous Studies courses and courses from other disciplines, the program provides in-depth knowledge of Aboriginal and Indigenous issues including First Nations cultures and Indigenous knowledge, historical contexts, natural and cultural resource management, and legal and public policy issues. Learners engage in dialogue and discussion around these issues and evaluate them, considering Aboriginal Indigenous perspectives. This program is comprised of at least 30 units of upper division or graduate level courses.

Admission Requirements

Applicants must have a bachelor's degree or equivalent. Students can apply for entry in the fall, spring or summer terms. Consult with the First Nations Indigenous Studies advisor for admission deadlines.

Program Requirements

The post baccalaureate diploma (PBD) program can be completed through full-time or part-time study. Upon University admission, students must be approved for entry and must complete a PBD course plan. Completion is expected within two or three years, to a maximum of five years, with a 2.5 GPA in all diploma courses. Transfer credit may be approved if it meets the program requirements, and at least 18 of the 30 required units are completed at Simon Fraser University. Transfer credit application must be initiated at the time of University application. Credit applied to this program may not be applied to another Simon Fraser University certificate, diploma or degree, or vice-versa. Students should plan their program in consultation with the First Nations Indigenous Studies advisor.

Prerequisite Courses

Students complete both of

FNST 101 - Introduction to First Nations Studies (3)
FNST 201W - Canadian Aboriginal Peoples' Perspectives on History (3)

Core Courses

Students complete all of

FNST 301 - Issues in Applied First Nations Studies Research (3)
FNST 401 - Aboriginal Peoples and Public Policy (3)
FNST 402W - The Discourse of Aboriginal Peoples (3)
FNST 403 - Indigenous Knowledge in the Modern World (3)

Additional Electives
The remaining 18 elective units will be chosen by completing additional units chosen from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNST 322</td>
<td>Special Topics in First Nations Studies</td>
<td>0</td>
</tr>
<tr>
<td>FNST 325</td>
<td>History of Aboriginal Peoples of North America to 1850</td>
<td>4</td>
</tr>
<tr>
<td>FNST 326</td>
<td>History of Aboriginal Peoples of North America Since 1850</td>
<td>4</td>
</tr>
<tr>
<td>FNST 327</td>
<td>Aboriginal Women in Canada</td>
<td>4</td>
</tr>
<tr>
<td>FNST 329</td>
<td>Sexuality and Gender: Indigenous Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>FNST 332</td>
<td>Ethnobotany of British Columbia First Nations</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>FNST 353W</td>
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<td>4</td>
</tr>
<tr>
<td>LING 430</td>
<td>Aboriginal Languages of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LING 431</td>
<td>Language Structures I</td>
<td>3</td>
</tr>
<tr>
<td>LING 432</td>
<td>Language Structures II</td>
<td>3</td>
</tr>
</tbody>
</table>

Other courses that have significant First Nations/Aboriginal Indigenous content may be counted towards this program with First Nations Indigenous Studies approval.

* only when the topic is an Aboriginal Indigenous language: preferably in the same language in both courses

† only one of the two courses may be used

‡‡ may be completed more than once when offered as a different topic

January 2020
Name of Program or Name of Faculty

Indigenous Studies Co-operative Education Program

Rationale for change:

Changes to align with the Senate-approved Department Name Change from Department of First Nations Studies to Department of Indigenous Studies (S.20-3) and acronym change from FNST to INDG (S.19-124, p. 14-25) effective Fall 2020.

When the first SFU program with Indigenous content was founded in Kamloops in 1993 (to then be expanded on Burnaby mountain in 1998), the community suggested First Nations Studies. This name was a departure from the names of other long-standing programs across the country, such a Native Studies at Trent University, Indian Studies at the Saskatchewan Federated Indian College, and Native American Studies at the University of Lethbridge. At the time, the term “First Nations” was seen as preferable to the other options because it resonated with decisions by such bodies as the Canadian National Indian Brotherhood to change its name in the 1980s to the Assembly of First Nations. “First Nations” implied cultural and political sovereignty and a rejection of names imposed by the State.

At the time, typical Canadians would not have immediately recognized that the term "First Nations" is exclusive, as it does not include Metis or Inuit people. Faculty in this Department recognize that this is the time to adopt a name that is more inclusive, reflective of diversity, and recognized internationally. Therefore we have changed our name to Indigenous Studies (INDG).

Effective term and year:

Spring 2021

The following program(s) will be affected by these changes:

First Nations Studies Co-operative Education Program

Calendar Change: “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

First Nations Indigenous Studies Co-operative Education Program

Faculty of Arts and Social Sciences Co-operative Education Program Requirements

January 2020
MEMORANDUM

ATTENTION: Senate
FROM: Wade Parkhouse, Chair
Senate Committee on Undergraduate Studies

RE: Program Changes

DATE: July 10, 2020
PAGES: 1/2

For information:

Acting under delegated authority at its meeting of July 9, 2020 SCUS approved the following curriculum revisions effective Summer 2021.

a. Beedie School of Business (SCUS 20-56)

(i) Changes to the Major Admission Requirements
(ii) Lower division requirement changes to the:
• Business Major
• Business Honours
• Business and Communication Joint Major
• Business and Geography Joint Major
• Business, Philosophy and the Law Joint Major
• Interactive Arts and Technology and Business Joint Majors (both BA/BBA and BSc)
• Molecular Biology and Biochemistry and Business Administration Joint Major
• Business and MBB Joint Honours
• Information Systems in Business Administration and Computing Science Joint Major
• Sustainable Business Joint Major

(iii) Addition of IS 310 to International Experiential Learning Certificate

b. Faculty of Communication, Art and Technology (SCUS 20-57)

1. School of Communication

(i) Admission, continuance, upper and lower and transfer credit requirement changes to the Communication Major Program
(ii) Admission, continuance, upper and lower and graduation requirement changes to the Communication Honours Program
(iii) Upper and lower requirement changes to the:
- Anthropology and Communication Joint Major
- Business and Communication Joint Major
- English and Communication Joint Major Bachelor of Arts
- Communication and Interactive Arts and Technology Joint Major Bachelor of Arts
- Communication and Interactive Arts and Technology Joint Major Bachelor of Science
- Sociology and Communication Joint Major Bachelor of Arts

c. Faculty of Arts and Social Sciences (SCUS 20-49 (2))

1. Department of Indigenous Studies

(i) Program name changes for:
- First Nations Studies Major
- Archaeology and First Nations Studies Joint Major
- First Nations Studies and Linguistics Joint Major
- First Nations Studies Minor
- First Nations Studies Research Certificate
- First Nations Studies Post Baccalaureate Diploma
- First Nations studies Co-operative Education Program

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
For information:

Acting under delegated authority at its meeting of July 9, 2020 SCUS approved the following curriculum revisions effective Summer 2021.

a. Faculty of Applied Sciences (SCUS 20-54)

1. School of Sustainable Energy Engineering Program

   (i) New Course Proposal: SEE 464-3, Sustainable Energy Engineering

b. Faculty of Environment (SCUS 20-55)

1. Department of Archaeology

   (i) New course proposals: ARCH 271-3, Interpreting the Past: An Introduction to Archaeological Theory (Fall 2021)
Acting under delegated authority at its meeting of July 9, 2020 SCUS approved the following curriculum revisions effective Summer 2021.

a. Faculty of Applied Sciences

1. School of Engineering Science
   (i) Equivalent statement changes for ENSC 220 and 225
   (ii) Description change for ENSC 254

b. Beedie School of Business
   (i) Prerequisite change for BUS 336

c. Faculty of Environment

1. Department of Archaeology
   (i) Title change for ARCH 226
   (ii) Unit change for ARCH 273, 348, 349, 377, 385, 388 and 390
   (iii) Prerequisite change for ARCH 285, 431, 433, 434, 435, 479, 480 and 485
   (iv) Course number and equivalent statement change for ARCH 372
   (v) Description change for ARCH 373
   (vi) Units and description change for ARCH 442
   (vii) Title, units and description change for ARCH 452

2. Department of Geography (SCUS 20-46i))
   (i) B-Sci designation for GEOG 118
d. Semester in Dialogue

(i) Equivalent statement changes for DIAL 390W, 391W and 392W

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
Withdrawal Deadline Changes for 2020/2021

Acting under delegated authority at its meeting of July 9, 2020 SCUS approved the change to the last day of the Course Drop Period from the 35th calendar day after classes begin (end of week 5) to the 56th calendar day after classes begin (end of week 8), as a pilot for the 2020/21 academic year.

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
MEMORANDUM

ATTENTION: SCUS
FROM: Policy and Regulation Working Group
RE: WD Deadline for Fall 2020 and Spring 2021

July 6, 2020

Motion:
That SCUS approve a change to the last day of the Course Drop Period from the 35th calendar day after classes begin (end of week 5) to the 56th calendar day after classes begin (end of week 8), as a pilot for the 2020/21 academic year.

Rationale:
In Spring 2020, to support students who may have been suddenly unable to successfully complete their coursework after the transition to remote instruction mid-March, SCUS approved a temporary extension of the last day of the Course Drop Period (also known as “the WD deadline”) through to the last day of classes. For Summer 2020, with all classes being remote, SCUS again extended the WD deadline, but to the end of week 8. This deadline was chosen to help make it more likely that students would have enough feedback to make a good decision on keeping or dropping a course. The change to week 8 also moved SFU from being the earliest WD deadline among other major Canadian universities, to being closer to the average. Maintaining the week 8 deadline will continue to help students through this period while simultaneously providing SCUS with additional data to explore a potential permanent change at a later date.
**Calendar Change:** “to” and “from” sections are not required. All deletions should be crossed out as follows: sample. All additions should be marked by a bold.

---

**Course Drop Period**

*Regular Term – 15th calendar day to 21st calendar day*

From the 15th calendar day to the 21st calendar day after classes begin, courses may be dropped by the student via goSFU at go.sfu.ca. Courses dropped within this period will be automatically recorded with a WD notation on the student’s academic record.

There is a 50% refund for courses dropped between the 15th and the 21st calendar day from the first day of classes.

Courses may be added with the permission of the chair and instructor.

No courses can be added or changed to audit status during this period.

*Regular Term – 22nd calendar day to 3556th calendar day*

From the 22nd calendar day to the 3556th calendar day after classes begin, courses may be dropped by the student via goSFU at go.sfu.ca. Courses dropped within this period will be automatically recorded with a WD notation on the student’s academic record.

There is no refund for courses dropped after the 21st calendar day of when first day of classes begin.

No courses can be added or changed to audit status during this period.

---

**No Course Drop Period**

*Regular term – 3657th calendar day to end of term*

From the 3657th calendar day to the last day of the term, course(s) may be dropped only in extenuating circumstances. If approved, there will be a WE notation on the student’s academic record for specific courses dropped. Please submit applications to Student Services. Requests arising after the last day of classes, or requests relating to courses completed in a previous term, are referred to as ‘retroactive’ and follow the same procedures as above but may take longer to adjudicate.

Note: Extenuating circumstances are defined as unusual circumstances beyond the student’s control which make it impossible for the student to complete the course. If a course drop is being considered after the last day of classes, it is recommended that students seek advice from Academic Advising and Student Success or their department advisor.

---

*Back to Top*
For information:
Acting under delegated authority at its meeting of July 7, 2020, SGSC approved the following program changes, effective **Summer 2021**:

**Faculty of Arts and Social Sciences**

Department of Sociology and Anthropology

1) Program change: Accelerated Master’s for Anthropology MA

2) Program change: Accelerated Master’s for Sociology MA

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at [https://docushare.sfu.ca/dsweb/View/Collection-12682](https://docushare.sfu.ca/dsweb/View/Collection-12682)
MEMORANDUM

ATTENTION Senate

DATE August 27, 2020

FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)

RE: Course Change

For information:
Acting under delegated authority at its meeting of July 7, 2020, SGSC approved the following curriculum items, effective Summer 2021:

Faculty of Applied Science
School of Mechatronic Systems Engineering

1) Course change (units, description, prerequisite): MSE 995

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
This is a summary of the nominations received and outstanding vacancies for Senate committees.

All nominations must be received by the Senate Office from the Nominating Committee in time to be included in the documentation sent out for the next Senate meeting. Senators will be informed that further nominations may be made by individual members of Senate. Any such nominations must reach the Committee Secretary the Friday before the meeting of Senate, and no further nominations will be accepted after this time. The Committee Secretary will provide members of Senate at the Senate meeting with such further nominations as may have been received. Oral nominations during the meeting of Senate will not then be allowed.

If only one nomination is received for a position, the position will be elected by acclamation. If more than one nomination is received for a position, online voting will be held during the week following the Senate meeting on Monday, September 14, 2020. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting.

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>POSITION</th>
<th>TERM (from June 1, 2020)</th>
<th>NOMINATIONS RECEIVED (after June Senate Elections)</th>
<th>CANDIDATES ELECTED (from June Senate meeting)</th>
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* SCIA Faculty members: In the event that the Faculty Member is unable to attend, the Faculty Dean is authorized to appoint an alternate replacement.

CC = Calendar Committee
DQAC = Diverse Qualifications Adjudication Committee
ESC = Electoral Standing Committee
REB = Research Ethics Board
SAB = Senate Appeals Board
SCAR = Senate Committee on Agenda and Rules
<table>
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<th>Abbreviation</th>
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<td>Senate Committee on International Activities</td>
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MEMORANDUM

ATTENTION: Senate

DATE: August 27, 2020

FROM: Brian Krauth, Chair

Senate Policy Committee on
Scholarships, Awards and Bursaries

RE: President’s and Dean’s Honour Roll - Revised Terms of Reference – For Information Only

At the July 20, 2020 Senate Policy Committee for Scholarships, Awards, and Bursaries meeting, the members approved revised terms of reference for the President’s and Dean’s Honour Roll, effective Summer 2020.

These changes were made to clarify eligibility criteria moving forward, based upon impacts of a Pass/Fail grading system that was implemented during the transition to remote instruction in the Spring 2020 term.

Attachment-
President and Dean’s Honour Roll – revised Terms of Reference

SPCSAB – Revised Terms of Reference – President and Dean’s Honour Roll
Dean’s Honour Roll

A limited number of students will be admitted each term to the Dean’s Honour Roll, mainly on the basis of excellent work completed in the previous term. This award will be shown on the student’s permanent academic record. Admission to the Honour Roll requires that the student meet all of the following criteria:

- must have completed a minimum of 30 units at Simon Fraser University by the end of the term being evaluated
- must have completed at least 12 units which are counted toward the grade point average (GPA) in the term being evaluated
- must achieve a minimum term grade point average (TGPA) of 3.50 in the term being evaluated
- must not have received a grade of FD (failed, academic discipline) in any course in the term being evaluated

Students need not apply for admission to the Honour Roll. Admission is automatic for any student meeting all of these criteria.

President’s Honour Roll

A limited number of students will be admitted each term to the President’s Honour Roll, mainly on the basis of excellent work completed in the previous term. This award will be shown on the student’s permanent academic record. Admission to the Honour Roll requires that the student meet all of the following criteria:

- must have completed a minimum of 30 units at Simon Fraser University by the end of the term being evaluated
- must have completed at least 12 units which are counted toward the grade point average (GPA) in the term being evaluated
- must achieve a minimum term grade point average (TGPA) of 4.00 in the term being evaluated
- must not have received a grade of FD (failed, academic discipline) in any course in the term being evaluated

Students need not apply for admission to the Honour Roll. Admission is automatic for any student meeting all of these criteria.
MEMORANDUM

ATTENTION: Senate
FROM: Zareen Naqvi, Institutional Research and Planning (IRP)
RE: IRP Reports for Information

DATE: August 26, 2020
PAGES: 1 of 1

At a meeting of Senate held on March 7, 2011, Senator Paul Percival requested that relevant IRP reports, such as the annual Grades Report, be brought to Senate for information.

Attached are two reports for information:

- **2019/20 Grades Report:** This report is prepared once a year and it summarizes course grades at the University over a ten year period. The 2019/20 Grades Report covers the period from 2010/11 to 2019/20. Attached is the Summary Report. More detailed information is available on IRP’s website: [http://www.sfu.ca/irp/students/grades-report.html](http://www.sfu.ca/irp/students/grades-report.html)

- **2019 Undergraduate Student Survey (UGSS) Report:** The UGSS survey is conducted every fall term. The attached Highlights Report presents a summary of key findings from the Fall 2019 survey. Topics covered are selected in consultation with faculties, Student Services and other administrative units of the University. This year’s topics included: course availability, credential completion time, teaching and curriculum, services, and university culture and environment. The full report is located at: [http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2019report.pdf](http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2019report.pdf)

If you have trouble accessing files on IRP’s website, please contact askIRP@sfu.ca.

Enclosure
2019/20 Grades Report:

Historical Distribution of Undergraduate and Graduate Course Grades

2010/11 to 2019/20

Prepared by
Jennifer Parkhouse, Analyst
Jessica Tilley, Analyst
David Ham, Analyst
Institutional Research and Planning
Summer 2020
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III.B – Undergraduate Course Grades by Student Faculty......................................................... 15  
III.C – Graduate Course Grades ............................................................................................... 17
I – Introduction

This report summarizes student course grades at Simon Fraser University over the ten year period from 2010/11 to 2019/20. SFU faculty and staff can access more detailed information at the SFU Institutional Research and Planning website (http://www.sfu.ca/irp/students/grades-report.html).

II – Definitions and Notes

To calculate the average course grades, each grade is assigned a numeric value, defined in Table 1. These values are weighted by the number of students who received each particular grade, to produce an overall average.

Table 1: Simon Fraser University’s Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
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<td>B+</td>
<td>3.33</td>
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<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>FD</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Table 2 lists the grades that have no numerical equivalent, and are therefore omitted from the calculation of average grades, and from this report. Although they are not included in the averages, credit is granted for the following grades: “AE”, “CC”, “CO”, “CR”, “P”, and “S”.

Table 2: Grades with No Numerical Equivalent

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>aegrotat standing, compassionate pass</td>
</tr>
<tr>
<td>AU</td>
<td>audit</td>
</tr>
<tr>
<td>CC</td>
<td>course challenge</td>
</tr>
<tr>
<td>CF</td>
<td>course challenge failed</td>
</tr>
<tr>
<td>CN</td>
<td>did not complete challenge</td>
</tr>
<tr>
<td>CO</td>
<td>complete</td>
</tr>
<tr>
<td>CR</td>
<td>credit without grade</td>
</tr>
<tr>
<td>DE</td>
<td>deferred grade</td>
</tr>
<tr>
<td>FX</td>
<td>formal exchange</td>
</tr>
<tr>
<td>GN</td>
<td>grade not reported</td>
</tr>
<tr>
<td>IP</td>
<td>in progress</td>
</tr>
<tr>
<td>P</td>
<td>pass, ungraded</td>
</tr>
<tr>
<td>S</td>
<td>satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>withdrawn</td>
</tr>
<tr>
<td>WD</td>
<td>withdrawal</td>
</tr>
<tr>
<td>WE</td>
<td>withdrawal under extenuating circumstances</td>
</tr>
</tbody>
</table>

1 All data in this report reflect the current faculty structure.
Among undergraduate courses, “lower division” courses are those numbered from XX1 to 299, inclusive. “Upper division” courses are numbered 300 to 499, inclusive.

Data reported on a yearly basis refers to fiscal year. For example, 2019/20 grades are the grades accumulated over the 2019 Summer term (SFU term code: 1194), the 2019 Fall term (SFU term code: 1197), and the 2020 Spring term (SFU term code: 1201). The grades data are as of August 5, 2020.

Due to the COVID-19 pandemic, for the Spring 2020 term only, students were given the following grading options: (i) keep their assigned grade; (ii) for undergraduate courses, change their grade to "P" (Pass, if they were awarded a grade of “D” or higher); (iii) for graduate courses, choose a designation of "S/U" (Satisfactory/Unsatisfactory) or "AE" (Compassionate Pass, with the instructor’s permission). Due to this anomalous grading situation, grades from 2019/20 may not be comparable to grades from other years.

To protect student privacy, grade distributions based on five grades or fewer are not reported. Co-op courses, work-terms, and practicums are excluded from this report. Where they could be identified, courses graded as Pass/Fail are also excluded.

III – Analysis

III.A – Undergraduate Course Grades

III.A.1 – Lower Division Course Grades (Courses Numbered XX1-299 Inclusive)

FACULTY COMPARISONS (see Table 3 and Figure A):

- The Faculty of Education (EDUC) awarded the highest average lower division grades in 2019/20. EDUC has awarded the highest average lower division course grades in seven of the last ten years, with an average awarded grade of 3.13 over the past decade.

- EDUC has awarded the highest percent of lower division “A” grades in nine of the past ten years (10-year average of 38.3%). Conversely, the Faculty of Applied Sciences (APSC) has awarded the highest percent of “F” grades in seven of the past ten years.

- From 2010/11 through 2018/19, the faculties of Communication, Art and Technology (CAT), Education (EDUC), and Health Sciences (HSCI) awarded higher average lower division grades than the other faculties (10-year averages in the range of 2.95 to 3.13). In 2019/20, the Faculty of Environment (ENV) awarded higher average lower division grades than HSCI.

- For nine of the last ten years, the next highest average lower division grades have been awarded in the faculties of Environment (ENV), Applied Sciences (APSC), and Arts and Social Sciences (ARTS), with 10-year averages of 2.78, 2.71, and 2.66, respectively. Since 2016/17, the average lower division grade awarded in ENV has been on an upward trend, and, this year, surpassed HSCI.

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2 Keep in mind that 2019/20 grades may not be comparable to grades from other years; see the Definitions and Notes section for details.
Figure A
Average Undergraduate Course Grades Awarded by Faculty:
Lower Division

Notes: In order to better show the variation in the data, the y-axis above does not run from 0.00 to 4.33. Due to the COVID-19 pandemic, grades from 2019/20 may not be comparable to grades from other years.
• Lower division courses in the Beedie School of Business (BUS) and the Faculty of Science (SCI) have generally awarded the lowest average grades. The average lower division grade awarded in BUS has been on an upward trend since 2012/13 and, in the last two years, it has been on par with that of APSC and ARTS.

• Average lower division course grades increased in every faculty from 2018/19 to 2019/20. This is the expected pattern, in light of the Spring 2020 grading policies implemented in response to the COVID-19 pandemic (see Definitions and Notes section for details). Since those grading policies only applied to the Spring 2020 term, we would expect grades to return to their usual pattern in 2020/21.

Table 3: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty – Lower Division

<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Average Course Grades 2019/20</th>
<th>10-Year Average</th>
<th>% &quot;A&quot; Grades Awarded 2019/20</th>
<th>10-Year Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>2.86</td>
<td>2.71</td>
<td>32.0%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>2.87</td>
<td>2.66</td>
<td>26.3%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Business</td>
<td>2.80</td>
<td>2.59</td>
<td>21.9%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.14</td>
<td>3.02</td>
<td>33.7%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Education</td>
<td>3.49</td>
<td>3.13</td>
<td>56.6%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Environment</td>
<td>3.08</td>
<td>2.78</td>
<td>36.0%</td>
<td>24.3%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3.06</td>
<td>2.95</td>
<td>35.0%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Science</td>
<td>2.72</td>
<td>2.56</td>
<td>25.0%</td>
<td>21.5%</td>
</tr>
<tr>
<td>University Total</td>
<td>2.89</td>
<td>2.70</td>
<td>28.6%</td>
<td>22.1%</td>
</tr>
</tbody>
</table>

**LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES**: Comparing the average lower division grades awarded over the last ten years:

• Applied Sciences (APSC):
  o Two new subjects were offered for the first time in 2019/20 (Technology (TEKX), and Sustainable Energy Engineering (SEE)). As neither subject had any course offerings in the previous nine years, the 10-year averages are not discussed.
  o Chinese (CHIN) has awarded the highest 10-year average lower division grade.
  o Mathematics and Computing Science (MACM) awarded grades considerably below the 10-year faculty average.

---

3 Faculties with only one subject at the lower division level are not discussed in this section since there are no comparisons to make.
4 excluding subjects that awarded five or fewer grades in the most recent fiscal year, or awarded five or fewer grades in all previous fiscal years combined.
• Arts and Social Sciences (ARTS):
  o The seven subjects in the Faculty of Arts and Social Sciences to award the highest average grades in the last ten years are all language subjects (Punjabi (PUNJ), First Nations Languages (FNLG), Persian (PERS), Greek (GRK), Arabic (ARAB), Chinese (CHIN), and Italian (ITAL)). Note that averages in several of these subjects are based on less than ten years of data: ARAB, FNGL, GRK, PERS, and PUNJ. Furthermore, the averages for ARAB, PERS, and PUNJ are based on a relatively small number of grades.
  o Economics (ECON) courses have awarded the lowest average lower division grades.

• Business (BUS):
  o Over the last ten years, lower division courses in Business Administration and Economics (BUEC) have awarded a lower average grade than those in Business Administration (BUS).

• Communication, Art and Technology (CAT):
  o Publishing (PUB) awarded the highest average lower division grade over the last 10 years.
  o Communication (CMNS) and Interactive Arts and Technology (IAT) courses have awarded the lowest average lower division grades.

• Education (EDUC):
  o On average, Education (EDUC) courses have awarded considerably higher lower division grades than Foundations of Academic Literacy (FAL) courses.

• Environment (ENV):
  o A new subject, Planning (PLAN), was offered for the first time in 2019/20. As no courses were offered prior to this year, the 10-year average is not discussed.
  o Courses in the Environment (ENV) subject have awarded the highest average lower division grades over the last ten years. Note, this average is based on only seven years of grades data and five of these years had very few grades.
  o Archaeology (ARCH) courses have awarded the lowest average lower division grades. This average is only slightly lower than the faculty average.

• Science (SCI):
  o Other than courses with the DATA and SCI subject codes (which awarded few grades each year), the highest average lower division grades were awarded in Biomedical Physiology and Kinesiology (BPK) courses.
  o The lowest average lower division grades were awarded in Actuarial Mathematics (ACMA) and Mathematics (MATH).

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2019/20 Average Lower Division Course Grades:

• Applied Sciences (APSC):
  o The highest average lower division course grade awarded in 2019/20 was in Technology (TEKX) courses. Note, this is based on very few grades. Other than TEKX courses, the highest average lower division grade awarded in 2019/20 was in Chinese (CHIN) courses.
The lowest average lower division course grade awarded in 2019/20 was in Computing Science (CMPT).

- **Arts and Social Sciences (ARTS):**
  - Other than PUNJ (which has very few grades awarded in 2019/20), the highest average lower division grade awarded in 2019/20 was in Japanese (JAPN).
  - The top nine highest average lower division grades awarded in 2019/20 were all in language subjects (Punjabi (PUNJ), Japanese (JAPN), Persian (PERS), Greek (GRK), Italian (ITAL), Arabic (ARAB), Spanish (SPAN), German (GERM), and First Nations Languages (FNLG)).
  - The lowest average lower division grades awarded in 2019/20 were in Economics (ECON), Global Asia (GA), and Gerontology (GERO). Note, the average grade in GERO is based on very few grades.

- **Business (BUS):**
  - In 2019/20, lower division courses in Business Administration and Economics (BUEC) have awarded a lower average grade than those in Business Administration (BUS).
  - In 2019/20, two large BUEC courses were moved to different subjects leading to a large drop in the number of BUEC grades awarded.

- **Communication, Art and Technology (CAT):**
  - The highest average grades awarded in lower division courses in 2019/20 were in Publishing (PUB) and Contemporary Arts (CA).
  - The lowest average lower division grade awarded in 2019/20 was in Interactive Arts and Technology (IAT).

- **Education (EDUC):**
  - In 2019/20, the average lower division grade awarded in courses with the Education (EDUC) subject were considerably higher than those in Foundations of Academic Literacy (FAL).
  - The large drop in the number of FAL grades awarded in 2019/20 was due to a change in SFU's admission requirements and issues around the English 12 provincial exam, which resulted in decreased enrolment in this subject.

- **Environment (ENV):**
  - The highest average lower division grade awarded in 2019/20 was in Sustainable Development (SD) courses.
  - The lowest average lower division grade awarded in 2019/20 was in Resource and Environmental Management (REM) courses.

- **Science (SCI):**
  - Other than courses with the DATA and SCI subject codes (which awarded few grades in 2019/20), the highest average lower division grades awarded in 2019/20 were in Molecular Biology and Biochemistry (MBB), Biomedical Physiology and Kinesiology (BPK), and Physics (PHYS).
  - The lowest average lower division grade awarded in 2019/20 was in Foundations of Analytical and Quantitative Reasoning (FAN).
Large Changes in 2018/19 to 2019/20 Average Lower Division Course Grades:

- Keeping in mind that 2019/20 grades may not be comparable to grades from other years (see the Definitions and Notes section for details), the following subjects have seen large changes (of at least 0.25) in the average lower division grade awarded from last year to this year:
  
  - Increases: Persian (PERS; 2.97 to 3.59), Japanese (JAPN; 3.30 to 3.63), Philosophy (PHIL; 2.66 to 2.99), Earth Sciences (EASC; 2.52 to 2.83), Mechatronic Systems Engineering (MSE; 2.86 to 3.15), and Punjabi (PUNJ; 3.53 to 3.80). Note, PERS and PUNJ average grades are based on few grades.
  
  - Decreases: Environment (ENV; 3.78 to 3.14), Science (SCI; 3.90 to 3.30), Actuarial Mathematics (ACMA; 3.13 to 2.57), Data Science (DATA; 4.04 to 3.64), Arts and Social Sciences (FASS; 3.07 to 2.78), and First Nations Languages (FNLD; 3.61 to 3.34). Note, ENV, SCI, ACMA, and FASS average grades are based on few grades.

III.A.2 – Upper Division Course Grades (Courses Numbered 300-499 Inclusive)

FACULTY COMPARISONS (see Table 4 and Figure B):

- The Faculty of Education (EDUC) awarded the highest average upper division course grades in each of the last ten years (10-year average grade: 3.57).

- After Education, the Beedie School of Business (BUS) and the faculties of Communication, Art and Technology (CAT), Health Sciences (HSCI), and Environment (ENV) have awarded the highest average upper division grades over the past ten years (10-year averages in the range of 3.07 to 3.21).

- The remaining faculties have consistently awarded lower average upper division grades (10-year averages in the range of 2.92 to 2.96).

- EDUC has awarded the highest percent of “A” grades in each of the last ten years (10-year average percent: 64.8%). EDUC has also awarded the lowest percent of “F” grades in eight of the past ten years.

- Average upper division course grades increased in every faculty from 2018/19 to 2019/20. This is the expected pattern, in light of the Spring 2020 grading policies implemented in response to the COVID-19 pandemic (see Definitions and Notes section for details). Since those grading policies only applied to the Spring 2020 term, we would expect grades to return to their usual pattern in 2020/21.
Figure B
Average Undergraduate Course Grades Awarded by Faculty:
Upper Division

Notes: In order to better show the variation in the data, the y−axis above does not run from 0.00 to 4.33.
Due to the COVID−19 pandemic, grades from 2019/20 may not be comparable to grades from other years.
Table 4: Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Course Faculty – Upper Division

<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Average Course Grades 2019/20</th>
<th>10-Year Average</th>
<th>% &quot;A&quot; Grades Awarded 2019/20</th>
<th>10-Year Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>3.09</td>
<td>2.96</td>
<td>38.1%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>3.07</td>
<td>2.92</td>
<td>33.0%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Business</td>
<td>3.21</td>
<td>3.07</td>
<td>36.5%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.34</td>
<td>3.21</td>
<td>44.2%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Education</td>
<td>3.63</td>
<td>3.57</td>
<td>68.0%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Environment</td>
<td>3.25</td>
<td>3.12</td>
<td>43.0%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3.37</td>
<td>3.17</td>
<td>51.0%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Science</td>
<td>3.10</td>
<td>2.95</td>
<td>38.5%</td>
<td>32.7%</td>
</tr>
<tr>
<td>University Total</td>
<td>3.18</td>
<td>3.04</td>
<td>39.6%</td>
<td>33.8%</td>
</tr>
</tbody>
</table>

**LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES**:5

Comparing the average upper division grades awarded over the last ten years6:

- **Applied Sciences (APSC):**
  - Mechatronic Systems Engineering (MSE) courses awarded the highest average upper division grades.
  - Computing Science (CMPT) courses awarded the lowest average upper division grades over the last ten years.

- **Arts and Social Sciences (ARTS):**
  - The highest average upper division grades have been awarded in Dialogue (DIAL).
  - Business Administration and Economics (BUEC) courses have awarded average upper division grades considerably below the faculty average.

- **Communication, Art and Technology (CAT):**
  - Contemporary Arts (CA) awarded the highest average upper division grades over the past ten years.
  - Publishing (PUB) and Interactive Arts and Technology (IAT) awarded the lowest average upper division grades.

- **Environment (ENV):**
  - Over the past ten years, Environmental Science (EVSC) courses have awarded the highest average upper division grades. Note, this average is based on only six years of data and three of those years have very few grades.
  - Geography (GEOG) has awarded the lowest average upper division course grades.

---

5 Faculties with only one subject at the upper division level are not discussed in this section since there are no comparisons to make.

6 excluding subjects that awarded five or fewer grades in the most recent fiscal year, or awarded five or fewer grades in all previous fiscal years combined
• Science (SCI):
  o Other than Data Science (DATA) and Marine Science (MASC), which have few upper division grades awarded each year, Biomedical Physiology and Kinesiology (BPK) has awarded the highest average upper division grades.
  o Mathematics and Computing Science (MACM) has awarded the lowest average upper division grades.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2019/20 Average Upper Division Course Grades:

• Applied Sciences (APSC):
  o Mechatronic Systems Engineering (MSE) courses awarded the highest average upper division grade in 2019/20.
  o Engineering Science (ENSC) and Computing (CMPT) awarded the lowest average upper division grades in 2019/20.

• Arts and Social Sciences (ARTS):
  o Other than Japanese (JAPN; which awarded few upper division grades in 2019/20), Dialogue (DIAL) awarded the highest average upper division grade in 2019/20.
  o Hellenic Studies (HS) awarded the lowest average upper division grade in 2019/20.

• Communication, Art and Technology (CAT):
  o In 2019/20, Contemporary Arts (CA) awarded the highest average upper division grade.
  o Interactive Arts and Technology (IAT) awarded the lowest average upper division grade in 2019/20.

• Environment (ENV):
  o Environmental Science (EVSC) courses awarded the highest average upper division grades in 2019/20.
  o Geography (GEOG), Resource and Environmental Management (REM) and Archaeology (ARCH) awarded the lowest average upper division grades in 2019/20.

• Science (SCI):
  o Other than Data Science (DATA) and Marine Science (MASC; which have few upper division grades awarded), Biomedical Physiology and Kinesiology (BPK) and Molecular Biology and Biochemistry (MBB) have awarded the highest average upper division grades in 2019/20.
  o Mathematics and Computing Science (MACM) has awarded the lowest average upper division grades in 2019/20.
Large Changes in 2018/19 to 2019/20 Average Upper Division Course Grades:

- Keeping in mind that 2019/20 grades may not be comparable to grades from other years (see the Definitions and Notes section for details), the following subjects have seen large changes (of at least 0.25) in the average upper division grade awarded from last year to this year:
  - Increases: Environmental Science (EVSC; 3.30 to 3.86), Nuclear Science (NUSC; 2.73 to 3.15), Marine Science (MASC; 3.51 to 3.88), and Statistics (STAT; 2.85 to 3.11). Note, NUSC and MASC average grades are based on few grades.
  - Decreases: Italian (ITAL; 3.44 to 3.06) and Environment (ENV; 3.71 to 3.39). Note, the average grade in ITAL is based on few grades.

III.A.3 – General Observations (All Undergraduate Courses)

- In 2019/20, the average undergraduate grade awarded was 3.02. This is an unusually large increase from the 2018/19 average of 2.89. This is the expected pattern, in light of the Spring 2020 grading policies implemented in response to the COVID-19 pandemic (see Definitions and Notes section for details). Since those grading policies only applied to the Spring 2020 term, we would expect grades to return to their usual pattern in 2020/21.
- The average undergraduate grade awarded over the past ten years is 2.84.
- In most faculties, average undergraduate grades have been slowly increasing over the past decade, particularly at the lower division level.
- Over the past ten years, upper division courses have consistently awarded higher average grades than lower division courses in all faculties.
III.B – Undergraduate Course Grades by Student Faculty (see Table 5 and Figure C)

This section summarizes the 2019/20 undergraduate course grade distributions within each faculty, controlling for the faculty of undergraduate students enrolled in the courses.  

Table 5: 2019/20 Average Undergraduate Course Grades Awarded and Percentage of “A” Grades Awarded, by Faculty of Student

<table>
<thead>
<tr>
<th>Faculty of Student</th>
<th>Average Course Grades</th>
<th>% &quot;A&quot; Grades Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>2.97</td>
<td>33.9%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>2.91</td>
<td>27.9%</td>
</tr>
<tr>
<td>Business</td>
<td>3.12</td>
<td>34.4%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.11</td>
<td>35.6%</td>
</tr>
<tr>
<td>Education</td>
<td>3.52</td>
<td>61.6%</td>
</tr>
<tr>
<td>Environment</td>
<td>3.00</td>
<td>33.8%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3.07</td>
<td>36.8%</td>
</tr>
<tr>
<td>Science</td>
<td>3.10</td>
<td>38.4%</td>
</tr>
<tr>
<td>All Undergraduate Students</td>
<td>3.02</td>
<td>33.5%</td>
</tr>
</tbody>
</table>

By Faculty of Students:

- Students from all faculties most frequently took courses from their own faculties.
- Students from the Faculty of Education (EDUC) were awarded the highest grades on average in 2019/20.
- Students from the Beedie School of Business (BUS) and the faculties of Communication, Art and Technology (CAT), Science (SCI), and Health Sciences (HSCI) were awarded average grades from 3.07 to 3.12.
- Students from the faculties of Environment (ENV), Applied Sciences (APSC), and Arts and Social Sciences (ARTS) were awarded the lowest average grades in 2019/20, with an average course grade of 3.00, 2.97, and 2.91, respectively.
- Students in all faculties were awarded their highest average grades in courses taught in the Faculty of Education (EDUC).

Keep in mind that 2019/20 grades may not be comparable to grades from other years; see the Definitions and Notes section for details.
Figure C
Undergraduate Course Grades, 2019/20
Faculty of Course vs. Faculty of Student

Notes: Only averages based on 6 or more grades are graphed.
Only includes grades awarded to undergraduate students.
Due to the COVID−19 pandemic, grades from 2019/20 may not be comparable to grades from other years.
By Faculty of Courses:

- Courses in all faculties were most frequently taken by students from that faculty.
- In courses offered by the faculties of Arts and Social Sciences (ARTS), Environment (ENV), and Science (SCI), students from SCI were awarded the highest average grades in 2019/20.
- In courses offered by the Beedie School of Business (BUS) and the Faculty of Health Sciences (HSCI), students from HSCI were awarded the highest average grades in 2019/20.
- In courses offered by the Faculty of Applied Sciences (APSC), students from APSC were awarded the highest average grades in 2019/20.
- In courses offered by the Faculty of Communication, Art and Technology (CAT), students from the Beedie School of Business (BUS) were awarded the highest average grades in 2019/20.
- In courses offered by the Faculty of Education (EDUC), students from EDUC were awarded the highest average grades in 2019/20.

III.C – Graduate Course Grades

FACULTY COMPARISONS (see Table 6 and Figure D):

- The Faculty of Education (EDUC) and the Faculty of Environment (ENV) awarded the highest average graduate course grades in nine of the past ten years. In 2019/20, the Faculty of Science (SCI) surpassed ENV for the second highest average graduate-level course grade. The 10-year average graduate course grades for EDUC and ENV are 3.95 and 3.94, respectively.
- With the next highest average grades over the past decade, the faculties of Science (SCI), Communication, Art and Technology (CAT), and Health Sciences (HSCI) awarded average graduate-level grades of 3.87, 3.86, and 3.84, respectively.
- The faculties of Arts and Social Sciences (ARTS) and Applied Sciences (APSC) have generally awarded lower average graduate grades than all other faculties except Business (10-year averages of 3.73 and 3.71, respectively).
- The Beedie School of Business (BUS) has awarded the lowest average graduate-level course grades in each of the past ten years, with a 10-year average grade of 3.51.

---

* Keep in mind that 2019/20 grades may not be comparable to grades from other years; see the Definitions and Notes section for details.
Figure D
Average Graduate Course Grades Awarded by Faculty

Notes: In order to better show the variation in the data, the y-axis above does not run from 0.00 to 4.33. Due to the COVID-19 pandemic, grades from 2019/20 may not be comparable to grades from other years.
<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Average Course Grades 2019/20</th>
<th>10-Year Average</th>
<th>% ”A” Grades Awarded 2019/20</th>
<th>10-Year Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences</td>
<td>3.79</td>
<td>3.71</td>
<td>77.6%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>3.82</td>
<td>3.73</td>
<td>82.2%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Business</td>
<td>3.57</td>
<td>3.51</td>
<td>53.9%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Communication, Art and Technology</td>
<td>3.83</td>
<td>3.86</td>
<td>87.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Education</td>
<td>3.99</td>
<td>3.95</td>
<td>95.7%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Environment</td>
<td>3.93</td>
<td>3.94</td>
<td>94.6%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3.89</td>
<td>3.84</td>
<td>91.2%</td>
<td>87.1%</td>
</tr>
<tr>
<td>Science</td>
<td>3.94</td>
<td>3.87</td>
<td>89.1%</td>
<td>85.7%</td>
</tr>
<tr>
<td>University Total</td>
<td>3.76</td>
<td>3.71</td>
<td>74.3%</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

**LONG-TERM COMPARISONS AND TRENDS WITHIN FACULTIES**:9

Comparing the average graduate course grades awarded over the last ten years10:

- **Applied Sciences (APSC):**
  - A new subject was offered for the first time in 2019/20 (Sustainable Energy Engineering (SEE)). As this subject didn’t have any course offerings in the previous nine years, the 10-year average is not discussed.
  - Mechatronic Systems Engineering (MSE) and Engineering Science (ENSC) have awarded the highest average graduate-level course grades over the past ten years.
  - Computing Science (CMPT) has awarded the lowest average graduate course grade.

- **Arts and Social Sciences (ARTS):**
  - Psychology (PSYC) awarded the highest average graduate course grades over the past ten years.
  - Applied Legal Studies (ALS) awarded the lowest average graduate course grades.

- **Communication, Art and Technology (CAT):**
  - Over the past ten years, all subjects within CAT have awarded similar average graduate course grades.

- **Environment (ENV):**
  - All subjects within the Faculty of Environment (ENV) have awarded similar average graduate course grades, with the exception of the Environment subject (ENV). Note, Geography (GEOG) and Archaeology (ARCH) have awarded very few grades at the graduate level over

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9 Faculties with only one subject at the graduate level are not discussed in this section, since there are no comparisons to make.

10 excluding subjects that awarded five or fewer grades in the most recent fiscal year, or awarded five or fewer grades in all previous fiscal years combined
the past ten years. Also, the ENV subject is based on only two years of grades data and neither year has very many grades awarded.

- Science (SCI):
  - A new subject was introduced in 2019/20 (Neuroscience (NEUR)). As it was not offered prior to this year, the 10-year average is not discussed.
  - Biological Sciences (BISC), Molecular Biology and Biochemistry (MBB), and Biomedical Physiology and Kinesiology (BPK) awarded the highest 10-year average grades in graduate-level courses. Note, BPK awarded very few grades at the graduate level over the past ten years.
  - Physics (PHYS) and Actuarial Mathematics (ACMA) awarded the lowest average graduate course grades. Note, ACMA awarded very few grades in each of the past ten years.

CURRENT COMPARISONS AND TRENDS WITHIN FACULTIES:

2019/20 Average Course Grades:

- Applied Sciences (APSC):
  - Other than Sustainable Energy Engineering (SEE; which didn’t award many graduate course grades in 2019/20), Engineering Science (ENSC) awarded the highest average graduate course grade in 2019/20.
  - In 2019/20, Mechatronic Systems Engineering (MSE) awarded the lowest average graduate-level course grade.

- Arts and Social Sciences (ARTS):
  - Psychology (PSYC) awarded the highest average graduate course grade in 2019/20.
  - In 2019/20, the lowest average graduate course grades were awarded in Applied Legal Studies (ALS) and International Studies (IS).

- Communication, Art and Technology (CAT):
  - Contemporary Arts (CA) and Communication (CMNS) awarded the highest average graduate course grades in 2019/20.
  - Interactive Arts and Technology (IAT) awarded the lowest average graduate-level course grade in 2019/20.

- Environment (ENV):
  - Ecology (ECO), Geography (GEOG), and Resource and Environmental Management (REM) awarded the highest average graduate course grades in 2019/20. Note, GEOG didn’t have many graduate course grades awarded in 2019/20.
  - Archaeology (ARCH) and the ENV subject code awarded the lowest average graduate course grade. Note, the ENV subject didn’t award many graduate grades in 2019/20.

- Science (SCI):
  - Biological Sciences (BISC) and Molecular Biology and Biochemistry (MBB) awarded the highest average graduate course grades in 2019/20.
Other than Actuarial Mathematics and Physics (ACMA and PHYS; which awarded very few graduate course grades in 2019/20), the lowest average graduate course grade was awarded in Applied Mathematics (APMA).

**Large changes in 2018/19 to 2019/20 Average Graduate Course Grades:**

- Keeping in mind that 2019/20 grades may not be comparable to grades from other years (see the Definitions and Notes section for details), the following subjects have seen large changes (of at least 0.25) in the average graduate course grade awarded from last year to this year:
  - Increases: Gerontology (GERO; 3.56 to 3.82) and English (ENGL; 3.73 to 3.99). Note, the average grade in GERO is based on few grades.
  - Decreases: Actuarial Mathematics (ACMA; 3.70 to 3.00) and Archaeology (ARCH; 4.11 to 3.85). Note, the average grades in ACMA and ARCH are based on few grades.

**GENERAL OBSERVATIONS:**

- In 2019/20, the average graduate grade awarded was 3.76, which is slightly higher than last year. The average graduate grade awarded at the university has been fairly stable over the last ten years, with a slight increasing trend in the last two years.
- The average graduate grade awarded over the past ten years is 3.71.
At a meeting of Senate held on March 7, 2011, Senator Paul Percival requested that relevant IRP reports, such as the annual Grades Report, be brought to Senate for information.

Attached are two reports for information:

- **2019/20 Grades Report:** This report is prepared once a year and it summarizes course grades at the University over a ten year period. The 2019/20 Grades Report covers the period from 2010/11 to 2019/20. Attached is the Summary Report. More detailed information is available on IRP’s website: [http://www.sfu.ca/irp/students/grades-report.html](http://www.sfu.ca/irp/students/grades-report.html)

- **2019 Undergraduate Student Survey (UGSS) Report:** The UGSS survey is conducted every fall term. The attached Highlights Report presents a summary of key findings from the Fall 2019 survey. Topics covered are selected in consultation with faculties, Student Services and other administrative units of the University. This year’s topics included: course availability, credential completion time, teaching and curriculum, services, and university culture and environment. The full report is located at: [http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2019report.pdf](http://www.sfu.ca/content/dam/sfu/irp/surveys/ugss/ugss2019report.pdf)

If you have trouble accessing files on IRP’s website, please contact [askIRP@sfu.ca](mailto:askIRP@sfu.ca).

Enclosure
The Undergraduate Student Survey has been conducted at Simon Fraser University every Fall semester since 1992\(^1\) (except in 2002). This annual survey provides essential feedback on the academic experiences and concerns of our undergraduate students. Every year, the survey asks students about their experiences with course availability and credential completion at SFU, as well as a range of other topics that change from year to year. This year’s topics included teaching and curriculum, services, and university culture and environment.

A total of 7,646 students participated in this year’s survey, yielding an overall response rate of 30.1%. Highlights of the survey results are presented here. Statistics provided in this summary and in the full report are estimates based on survey respondents. Assuming that the sample is representative, proportions calculated on all respondents are accurate within ±1.0\(^2\), 19 times out of 20. The full report is available on the Institutional Research and Planning website: http://www.sfu.ca/irp

General Experience

- 82% of respondents are satisfied\(^3\) with their general SFU experience.
- 72% of respondents feel proud to attend SFU.
- When students were asked what single thing SFU could do to improve their experience here, the most common responses were:
  - improve student life,
  - improve construction, and
  - improve facilities.

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\(^1\) It should be noted that a change in methodology, from in-class paper survey to online survey, was instituted in 2006. The paper surveys, administered to a random sample of classes, resulted in a “captive audience” and high response rates. In contrast, the online surveys, usually administered to the entire SFU undergraduate student population, result in larger samples but lower response rates, which could make the results less generalizable. Measures were taken to reduce potential biases resulting from a lower response rate.

\(^2\) Note that this margin of error does not control for multiple comparisons. Survey research should be considered exploratory, and definitive conclusions must be drawn with caution.

\(^3\) For the purposes of this report, the categories of “Very Satisfied” and “Somewhat Satisfied” have been combined and will be referred to as “satisfied.”
Course Availability

- **NUMBER of Courses**: 85% of respondents were able to register in the number of courses they wanted this fall. This is statistically significantly higher than the last time this question was asked in 2017 (83%).

- **SPECIFIC Courses**: 60% were able to register in all of the specific courses they wanted to take this term, similar to last year’s rate of 59%.

- **REQUIRED Courses**: 68% were able to register in all of the required courses they wanted this term. This is similar to last year’s rate of 67%.
  
  - Registration difficulty in required courses was most often due to:
    - full classes,
    - reserved spaces in classes,
    - scheduling conflicts,
    - courses not being offered this term, and
    - courses being offered at another campus with not enough time to travel between campuses.

- **Satisfaction with Course Availability**:

  - Satisfaction decreases as course level increases, ranging from 79% satisfaction for courses numbered XX1 to 199, down to 62% for courses numbered 400 to 499.
    - These rates are similar to last year’s rate of 67%.

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**Registration Success by Student Faculty**

<table>
<thead>
<tr>
<th>Course Level</th>
<th>% Getting the NUMBER of Courses they Wanted</th>
<th>% Getting all the REQUIRED Courses they Wanted</th>
<th>% Getting all the SPECIFIC Courses they Wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSC</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>ARTS</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>BUS</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>CAT</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>EDUC</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>ENV</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>HSCI</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>SCI</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>SFU Overall</td>
<td>80</td>
<td>70</td>
<td>65</td>
</tr>
</tbody>
</table>

Note: Students may be in more than one faculty.

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**Satisfaction with Course Availability**

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses numbered XX1 to 199</td>
<td>100%</td>
</tr>
<tr>
<td>Courses numbered 200 to 299</td>
<td>90%</td>
</tr>
<tr>
<td>Courses numbered 300 to 399</td>
<td>80%</td>
</tr>
<tr>
<td>Courses numbered 400 to 499</td>
<td>70%</td>
</tr>
</tbody>
</table>
Credential Completion Times

- **Delayed Credential Completion**: 67% of respondents reported that they are taking longer than expected to complete their credential, which is the same as last year’s rate.
  - Commonly cited reasons for taking longer include:
    - course availability issues (53%),
    - students taking a reduced course load (43%),
    - working in a job, outside of co-op (40%), and
    - participation in co-op (38%).

Teaching and Curriculum

- **Quality of Teaching**: 81% of respondents are satisfied with the overall quality of teaching at SFU (similar to last fall’s 82%).
- **WQB Courses**: Just over half of this year’s respondents agreed that these courses produce the benefits for which they were designed (60% agreement for “W” courses, 59% for “Q” courses, and 66% for “B” courses).

![](chart)

- **Research with Faculty Members**: 18% of respondents considered to be in fourth year or higher (based on credits completed and basis of admission) said that they have worked within a faculty member’s research team, outside of coursework.

Language Skills

- 85% of respondents speak some English at home, with 41% speaking only English at home.
- 59% speak at least one non-English language at home, and 15% speak no English at home.
- 46% speak more than one language at home.
- 59% said that English was the first language they learned as a child and still use.
- 90% speak English most often with their friends.

![](languages)

Institutional Research and Planning, Simon Fraser University, 8888 University Drive, Burnaby, BC, Canada V5A 1S6
www.sfu.ca/irp
Services

- **Library (other than SLC):** 89% of respondents are satisfied with the SFU Library.
- **Academic Advising:** 77% are satisfied.
- **Work Integrated Learning:** 58% are satisfied.
- **English Language Support Services:** 45% are satisfied.
- **Student Learning Commons (SLC) Services:** 61% are satisfied with this service in general.
  - 57% were satisfied with learning and study strategies workshops,
  - 51% were satisfied with writing consultations, and
  - 49% were satisfied with writing workshops.

University Culture and Environment

- **Campus Community:**
  - 66% of respondents feel they have opportunities to connect with peers, faculty, and staff outside of the classroom.
  - 64% thought SFU made them feel welcomed during their first few weeks of classes, and
  - 59% of respondents thought that SFU made them feel welcomed before their first day of classes this term.
  - 57% are satisfied with the sense of community within their academic program.
  - 46% of respondents feel part of a caring community at SFU.
  - 43% think it is easy to make meaningful social connections with others at SFU,
  - 42% of respondents are satisfied with the sense of community on campus as a whole.
- **Supportive Environments:**
  - 59% feel their faculty provides them with a supportive environment that enhances their well-being, and
  - 49% feel their faculty provides them with a supportive environment that reduces unnecessary personal and academic stress.

### Percent of Respondents who Feel their Faculty Provides them with a Supportive Environment, by Student Faculty

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enhances well-being</th>
<th>Reduces unnecessary personal and academic stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSCI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SFU Overall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Students may be in more than one faculty.
General

- **Employment:**
  - 60% of respondents are currently employed or self-employed. Among these:
    - 10% work 30 hours or more per week in a paid job,
    - 64% work 10–29 hours per week, and
    - 26% work less than 10 hours per week.

- **Engagement in the Community:**
  - **Local Community:**
    - In the last year:
      - 69% have done volunteer work,
      - 36-47% have engaged in environmental activities, civic activities, and humanitarian activities, and
      - 23-26% have engaged in social justice activities and community service work that made use of their SFU education.
  - **International Setting:**
    - In the last year:
      - 13-17% have engaged in humanitarian activities and volunteer work, and
      - 7-11% have engaged in civic activities, social justice activities, environmental activities and community service work that made use of their SFU education.

- **Attendance of Science Workshops/Events:** 19% of respondents had attended an on-campus Science workshop/event prior to applying to SFU, and 78% were satisfied with it.

Recommendations

- **Student Life/Campus Community:** Students continue to request improvements to student life and the campus community, such as holding more social events and group activities that help students make friends with each other and foster school spirit.

- **Facilities:** Based on comments received, student satisfaction with facilities could be further improved by:
  - continuing to increase the number study areas and lounge spaces, and
  - fixing the heating/cooling systems on campus.

- **Course Availability and Scheduling:** Student responses suggest the need for continued effort to:
  - increase the frequency of courses, and
  - increase the number of course sections.

- **Policies and Services:** Some additional student suggestions over the last few years for improving their experience at SFU include:
  - lowering tuition and fees, and improving financial aid,
  - improving transportation service and parking availability,
  - improving tutoring and workshop services,
  - increasing the amount of practical/hands-on experience in courses,
  - improving the teaching skills of instructors and TAs,
  - improving and increasing counselling and medical services,
  - continuing to improve food quality while keeping prices low,
  - improving access to wi-fi,
  - continuing to improve the SFU website and enrollment system, and
  - improving academic advising and co-op.