

**3:00 pm Regular Board Meeting**  
***In camera Board Meeting to follow***

- |                                                                                                                                           |          |         |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|
| 1. <b>Presentation / Current Status, Challenges and Opportunities for the Library / Cathy MacDonald, University Librarian</b>             | Page 4   | 20 min. |
| 2. <b>Call to Order</b>                                                                                                                   |          |         |
| 3. <b>Approval of Agenda</b> <span style="float: right;">1 min.</span>                                                                    |          |         |
| 4. <b>Consent Agenda / Gord Schoberg</b> <span style="float: right;">1 min.</span>                                                        |          |         |
| a. <b>Operational Consent Agenda</b>                                                                                                      |          |         |
| b. <b>Board Consent Agenda</b>                                                                                                            | Page 26  |         |
| i. <b>Minutes 19 January 2012</b>                                                                                                         |          |         |
| ii. <b>Minutes 2 February 2012</b>                                                                                                        |          |         |
| 5. <b>New Business</b>                                                                                                                    |          |         |
| a. <b>Notice of Election / Gord Schoberg</b>                                                                                              | Page 34  | 2 min.  |
| 6. <b>Finance &amp; Audit Committee / Shane King</b>                                                                                      |          |         |
| a. <b>Program Concept: Bachelor of Science Major: Physics for Modern Technology &amp; Bachelor of Science, Minor Physics / Shane King</b> | Page 35  | 10 min. |
| b. <b>Draft University Budget 2012-13 / Shane King</b>                                                                                    | Page 62  | 30 min. |
| c. <b>Bylaw No. 4, Fees Revision / Shane King</b>                                                                                         | Page 95  | 10 min. |
| d. <b>Investment Policy Revision / Shane King</b>                                                                                         | Page 98  | 5 min.  |
| 7. <b>Governance Committee / Gord Schoberg</b>                                                                                            |          |         |
| a. <b>Principles of Academic Freedom and Responsibility / Gord Schoberg</b>                                                               | Page 104 | 5 min.  |
| 8. <b>Assurance of Successful President Performance</b>                                                                                   |          |         |
| a. <b>Receipt of Monitoring Reports / Compliance Vote</b>                                                                                 |          |         |
| i. <b>Policy 3.0, Global Executive Constraint / Amrik Virk</b>                                                                            | Page 108 | 5 min.  |
| ii. <b>Policy 3.1, Treatment of Students / Kim Richter</b>                                                                                | Page 113 | 5 min.  |
| iii. <b>Policy 3.2, Treatment of Employees / Amrik Virk</b>                                                                               | Page 122 | 5 min.  |
| b. <b>Upcoming Monitoring Reports</b>                                                                                                     | Page 130 |         |

- |                                                                                |             |         |
|--------------------------------------------------------------------------------|-------------|---------|
| <b>9. President's Report</b> / John McKendry                                   | Page 140    | 10 min. |
| a. Branding Report                                                             | Page 136    | 2 min.  |
| <b>10. <a href="#">Senate Report</a></b> / John McKendry                       | Follow link | 5 min.  |
| <b>11. Board/Senate Task Force on Bi-cameral Governance Update</b> / No report |             |         |
| <b>12. Next Meeting Agenda Contribution</b> / Gord Schoberg                    |             | 1 min.  |
| <b>13. For the Good of the Order</b> / Gord Schoberg                           |             | 2 min.  |
| <b>14. Evaluation of the Board as a Group</b> / Amrik Virk                     | Page 138    | 3 min.  |
| <b>15. Information Package</b>                                                 | Page 140    |         |


**16. Next Meeting**

**Regular Board Meeting**  
**Wednesday June 20, 2012**  
**Cloverdale Campus, Room 1853**  
**3:00-7:00 pm**

**17. Adjournment**

## Colour Key for Board Package

**Blue** – Items for decision

 - attached documents are on white paper

**Lavender** – Monitoring items

 - attached documents are on lavender paper

**Yellow** – For information

 - attached documents are on white paper



**Board:**  
**Meeting Date**  
**Schedule No.:**  
**Presented by:**

**Regular**  
**28 March 2012**  
**1**  
**Cathy MacDonald**

## ***BOARD ITEM***

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***Issue:***                    **Presentation / Current Status, Challenges and Opportunities for the Library**

***For Information:***        Cathy MacDonald, University Librarian, will bring a presentation to the Board as one of her last services to the University as she retires from Kwantlen at the end of March.

Please see the attached information.



# CURRENT STATUS, CHALLENGES, & OPPORTUNITIES

## COAST CAPITAL SAVINGS LIBRARY



A report to John McKendry and the  
Kwantlen Board of Directors

Prepared by Allison Richardson on behalf of Cathy MacDonald, University Librarian

Surrey Campus Library Information Desk, Arbutus Building

**This report is respectfully submitted in response to President John McKendry's request for a description of Kwantlen's Coast Capital Savings Library and information on future opportunities for academic libraries. Feedback is welcome!**

# DRIVERS OF CHANGE

The adage that the “one constant in life is change” can appropriately be applied to libraries in the 21<sup>st</sup> century. The automation of library systems, the Internet, and transformations in publishing and communication technology have been driving significant changes in the library landscape over the past several decades. Libraries face new challenges, competitors, and opportunities in their traditional roles of providing information and supporting student success.

# CURRENT STATUS

The Kwantlen Library evolved from its community college roots into a four branch system that strives to be Kwantlen's student-centred hub of scholarship and learning. As reflected in its vision statement, the Library focuses on providing high-quality:

- information resources
- education and training in research skills
- effective learning spaces
- services responsive to user needs and technological change
- developing internal and external partnerships

(Coast Capital Savings Library, 2010).

The Library seeks to provide the gamut of proliferating information sources, such as article databases, ebooks, and data files, embracing resource-sharing models including interlibrary lending and licensing consortia to help provide them. The Library takes advantage of multiple communication avenues to assist and educate students, such as email and chat (via a service consortium

of most provincial post-secondary libraries). As information sources diversified and the need for greater research and critical thinking skills arose, Kwantlen Library orientations for students transformed into true instruction sessions, customized to course assignments and including hands-on training. Most recently, as the need for student collaboration has grown, the Library has undertaken to upgrade its student spaces to better accommodate this as well as integrate other service providers to make it easier for students to access tutoring and technology help.

In sum, the Library is a modest, modern academic library straddling its college roots and its goal of becoming a true university library.





01



02



03



04

- 01 Wireless at every campus; Langley pictured here.
- 02 Comfortable seating area at the newly renovated Richmond campus June 2011.
- 03 Library tables at the recently constructed Cloverdale campus; opened February 2007.
- 04 Research Stations after the Surrey campus construction/renovation completed July 2008.

# KWANTLEN LIBRARY

## AND TRENDS IN

# ACADEMIC LIBRARIES

### Learning Commons

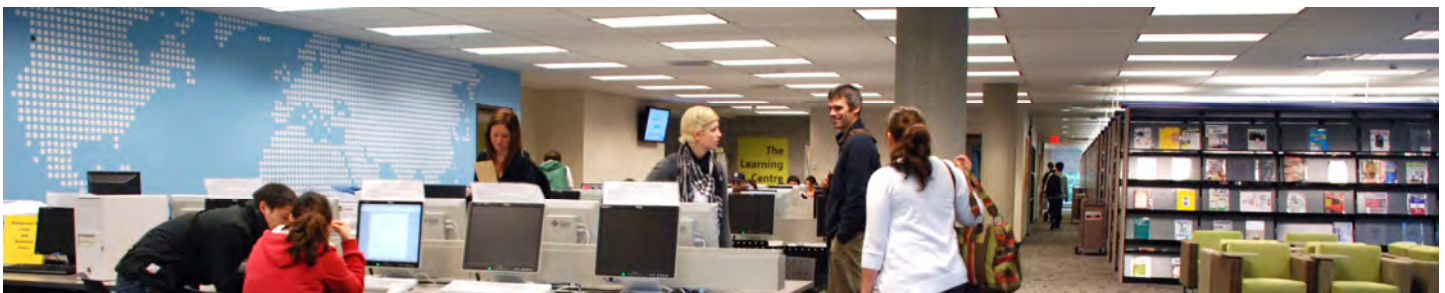
The learning commons model has been gaining traction throughout the post-secondary landscape, and the construction of a learning commons during the Surrey library's expansion was a major turning point in the Library's development. In essence, the learning commons model expands libraries' traditional roles as centres for scholarship and learning by inviting other student service providers into their space and collaborating to provide enhanced and more convenient services and learning opportunities. Facilities enhancements include increasing student computer workstations and providing a variety of student learning and study spaces necessary for individual study and group collaboration. Typical partners include tutoring services and technology assistance. In

Kwantlen's case, both the Learning Centre and the IET Help Desk relocated into the library to more seamlessly provide service to students.

A fully-realized learning commons extends beyond physical changes. Librarians, learning centre instructors, and teaching faculty mirror the collaborative ideals of the learning commons and work together to integrate their skills and knowledge into coursework and the student experience. By providing the right content, challenges, assignments, and support at the right times, student learning is enhanced through a more continuous and better integrated learning environment. This truly reinvigorates the role of the library as a hub for students and faculty

alike to participate in study, research, collaboration, and connection, reinforcing the library's status as the true heart and engine of the university.

More recently, the Richmond library's renovation brought the Learning Centre into the library, with space for the future staffing of a technology help desk. Additionally, the Learning Centre is currently relocating inside the Cloverdale library and a number of positive synergies are already apparent. Long-term plans for the Langley campus library also include a learning commons. Despite these successes, however, Kwantlen's learning commons are in a nascent stage; much more work needs to be done to fully realize the collaborative benefits of the learning commons model.



Computing space with the Learning Centre entrance in the background (Richmond).

# Information Literacy

An educational revolution has been building alongside the information revolution. The skills required to find, document, process, and analyze information are crucial to academic, employment, and life success in the information and creative economy. Because these are skills that libraries have practiced throughout history, they have been ideally positioned to lead the way.

“I learned a plethora of information today, that I will use as a valuable resource for the rest of my life.”

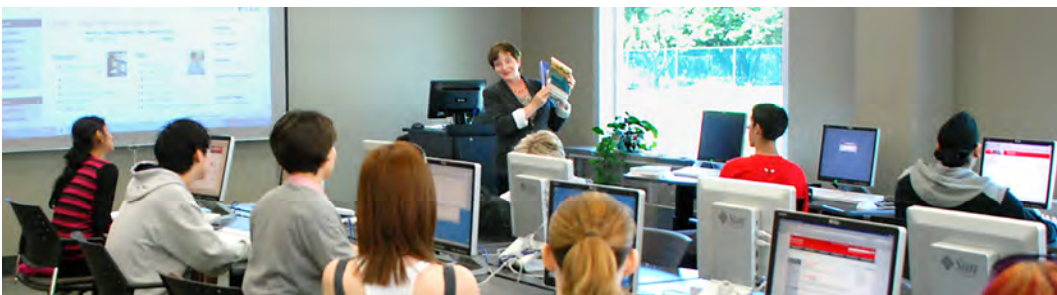
— (Student email in response to a library instruction session)

# Collaboration & Embedded Instruction

In 2000, the Association of College and Research Libraries (ACRL) published their *Information Literacy Standards for Higher Education*. The Kwantlen Library has adopted these standards, and librarians regularly incorporate them into library instruction sessions. Librarians and instructors are engaged in a number of fruitful partnerships to teach these skills both in library research sessions and in the classroom, incorporating them into specific assignments as well as broader curricula. The Bachelor of Arts, Major in Policy Analysis is a notable example in which librarians assist course instructors in incorporating information literacy skills into the curriculum. Librarians teach for two weeks as equal partners alongside the course instructors and the information literacy assignment is a substantial portion of the final grade.

“I was very impressed, and happy, with the librarian research session, it was very informative and helped a bunch with getting familiar with such a complex and vast system of research and knowledge.”

— (Quote from spring 2011 Library Survey of Students, p. 134)



Jan Penhorwood teaching library instruction sessions in the Surrey library lab.

# Partnerships

Just as library spaces and research skills are moving beyond previous boundaries, librarians are entering into new partnerships and roles in both the Kwantlen and external communities. Librarians are providing research help in places like departmental pods and the Aboriginal Gathering Place, and, as previously mentioned, the Library is taking on a greater role in introducing information literacy skills into courses and classroom settings. In addition, the Library has been involved in several innovative experiments that support Kwantlen's applied polytechnic mandate by integrating services and resources into student fieldwork.

A fascinating example is the Criminology department's Inside-Out program, which enables students to work with inmates at the Matsqui Institution correctional facility in a course that aims to provide an equivalent learning experience to both the students and inmates. Lack of information resources for the inmates was a serious challenge. Kwantlen librarians worked with the prison librarian to establish an interlibrary loan program and identify a way for inmates to search the Kwantlen Library's resources that does not violate prison security protocol or Kwantlen's library licensing agreements. A Kwantlen librarian has also obtained the security clearance necessary to provide research instruction in the prison to inmates and Kwantlen students.

- 01 Competition is fierce at the 2011 Reading Link Grand Challenge at the Langley campus auditorium!
- 02 Langley Mayor Peter Fassbender, Delta Councillor Ann Peterson, Mission Mayor Atebe, District of Kent Councillor John van Laerhoven at the 2011 Reading Link Grand Challenge in the Langley Campus Auditorium.
- 03 Winning smiles at the Reading Link Challenge.
- 04 Wizard of Words.

# Internationalization

Another library effort supports Kwantlen's goal of increasing internationalization of its programs and students. A German-speaking librarian was invited to attend a Kwantlen fieldtrip to Germany where she assisted the instructor and students and established ties with librarians at Kwantlen's sister university in Berlin. Additionally, this librarian is also investigating the Library's potential involvement with Kwantlen instructor Charles Quist-Adade's future educational field programs in Ghana.

# Community Outreach to Public Libraries

Management at the Richmond Public Library has enthusiastically embraced a proposed partnership in which Kwantlen librarians would teach library research workshops to high school students and adult learners at Richmond Public Library branches.



01

# Community Outreach to Elementary Schools

Kwantlen has increasingly invested in building strong community and industry relationships, recognizing that they are major contributors to developing strong programs, recruiting students, and boosting student outcomes. The library supports these efforts through endeavors that build relationships and raise Kwantlen's profile in the community. For example, the Library has partnered for the last two years with the Fraser Valley Regional Library to host the Reading Link Challenge's Grand Challenge – the final provincial championship competition of an innovative program that encourages literacy and the love of reading in elementary school students. Over two hundred parents, educators, political stakeholders, and elementary school students attended last year's event. It raised Kwantlen's profile in the community and among academically-inclined children who are potential future Kwantlen students.



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03



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# CHALLENGES & OPPORTUNITIES

**In addition to the following issues, please see Kwantlen Librarian Susan Bruchet's discussion paper, "Looking to the Future: Trends in Academic Library Services" (Appendix A), which summarizes a variety of trends, opportunities, and challenges facing academic libraries and the Kwantlen Library's response to them.**

## Quantity and Quality of Information

Libraries are in a state of flux as new information sources proliferate. However, in the words of Eric Hellman, the challenge is not that people don't understand the value of libraries, but that "libraries are *so* valuable that they attract voracious new competition with every technological advance" (2010, p. 22). Yet libraries are also taking on new roles because of competition from other information providers. As poor quality information proliferates exponentially, high quality information becomes more important. The more complex the information landscape becomes, the more expertise is needed to navigate it successfully. Likewise, teaching those skills to students becomes more necessary, valuable, and urgent.

## A Systems Approach

The observation that the university paradigm is transforming from a model of providing instruction into a model of producing learning (Barr and Tagg, as cited in Harloe and Williams, 2009) can also be applied to libraries. As explored above, libraries, with the incorporation of a true learning commons, are now being seen as "an extension of the classroom experience..." that can "foster student learning in new and creative ways—ways that may not be available or conducive in the typical college classroom" (Sinclair, 2009, p. 505).

The Library also views its service ethic as contributing positively to Kwantlen's network of student services. The *Library Survey of Students* is replete with comments about the quality of service by staff and librarians.

## 21<sup>st</sup> Century Mobility

Technology presents libraries with huge opportunities to integrate library services into every point of the student experience. Enabling a truly mobile library experience is always on the forefront of the Library's technology goals. There are no single step solutions – advances in communication and mobile technology are integrated into the library's plan as they develop and become available. Yet, truly integrating the Library's resources and expertise into the student experience depends on more than technology. Examples such as the Library's participation in the Criminology department's Inside-Out program, the Major in Policy Analysis degree, and international fieldwork provide evidence of high levels of meaningful connection, collaboration, and integration.

# 426,442

HITS  
ON THE LIBRARY  
WEB PAGE

# 41,291

STUDY ROOM  
HOURS BOOKED  
ONLINE

(Academic Year)



## Student Retention

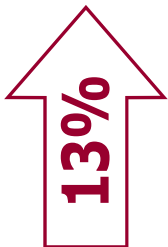
A recent study also noted a positive relationship between librarian staffing levels in academic libraries and student retention (Emmons and Wilkinson, 2011). The authors' rationale for their findings was that, "academic libraries are part of a complex social system that includes the university in the environment of the surrounding community." Sufficient librarian staffing enables librarians to better "interact with the university and its students and faculty, leading to improved information flow, communication, and feedback; and ultimately an organization better adapted to helping students succeed" (p. 146).

## Scholarly Communication and Digital Repositories

Libraries are helping to lead universities in a "shift from a passive role in research to an active one..." that "will undoubtedly cause greater appreciation of the value of university research within the university community and enhanced distribution will increase research value externally" (Shulenberger, as quoted in Bankier, Smith, & Cowan, 2009, p. 3). Libraries are helping to enable this shift by taking a leading role in preserving and distributing their institution's research output through managing institutional repositories (IRs). Research output is digitized and organized into an IR, thus

preserving it and making it openly available to anyone via the Internet. This allows institutional research to be exposed to a much broader audience worldwide, thereby raising its profile and increasing its impact. IRs become critical components of scholarly communication strategies and promote the university's voice in the scholarly community: "As [libraries] establish IRs to collect and disseminate this information, [they] become active producers, publishers and broadcasters... redefining their on-campus roles and relationships, and changing their collective philosophical mindsets" (Walters, 2007, p. 214). The Library has been exploring a partnership with the Office of Research and Scholarship for several years. This year, a 2012/2013 budget request is being submitted to start Kwantlen's IR.

**340**  
**CLASSES**  
**TAUGHT**



Increase over 2009/2010

**8,731**  
**STUDENTS**  
**INSTRUCTED**



Increase over 2009/2010

**47,945**  
**QUESTIONS**  
**ANSWERED**



Increase over 2009/2010



## Assessment

Academic libraries are establishing assessment practices to document their value to their university communities and to move towards evidence-based practices and decision making. Although libraries have always measured statistics such as gate counts and items circulated, research into demonstrating library impact is ongoing. Appropriate methodologies for measuring library impact on issues such as student enrollment, student success, and faculty research productivity need further development (Havens and Storey, 2010).

The Kwantlen Library has incorporated assessment into its strategic plan and is developing assessment practices to aid in evaluating and planning its services and resources. The Library's foremost assessment practice is its annual survey, which polls students and employees in alternating years. Results of the 2011 student survey indicate that overall, students are satisfied with library resources, facilities, and services, though many comments highlight areas where the library needs to improve (Coast Capital Savings Library, 2011).

## Funding

As many other departments have found, it is challenging to fund equitable service and resources to students at each campus. Although budgets decrease in response to adverse economic conditions, the costs of providing high quality resources and services usually don't. Subscription prices for online content generally rise by pre-determined percentages each year. Although scholarly ebooks must provide publisher savings in printing and distribution costs, they are generally priced higher than their print equivalents. The Kwantlen Library's collections don't yet reflect the level required of a true university library, and some student and faculty feedback in the Library's annual surveys reflect this.

The Library has had to make tough choices in order to balance its budget, including cancelling a very popular program enabling students to sign up for thirty minute personal research sessions with librarians. The proposed partnership with the Richmond Public Library that would raise Kwantlen's profile among high school and adult learners remains in the proposal stages because at this time, the library does not have the resources to move forward. The innovative partnership integrating information literacy into the Major in Policy Analysis degree is actually funded by the Faculty of Humanities.

**OVER  
1,000,000  
LIBRARY USERS  
THROUGH THE GATES**



**Increase over 2009/2010**

# CONCLUSION

**The [library] profession is, has always been, and will always be defined by change. Ceaseless waves of new technology, new publishing models, and new roles for academic librarians have forced all library professionals into a state of constant awareness of new trends in libraries and higher education. Few librarians define their jobs in terms of a stagnant list of duties; rather, the changing needs of the library user define what it is to be a professional librarian.**

The Library's mandate has always been to contribute positively to Kwantlen's success by serving student and employee needs and advancing the goals of Kwantlen itself. Creating a positive impact on student success is the Library's most important goal. To this end, the Library has always prioritized providing timely and high-quality information resources and education about research and information literacy skills. Despite rapid changes, these will always remain the Library's highest priorities regardless of the challenges or the technologies used to deliver them.

(ACRL, 2011, p. 16)

“The library is very important to me as a Kwantlen student.... The librarians are a big help with research and assignments. The help you get from the staff cannot be replaced by simply using a computer. The library is a welcoming helpful place to learn.”

– comment from student

“I always get good assistance from the front desk, and librarians, so I'd say that is what I'm most satisfied with.”

(Quote from spring 2011 Library Survey of Students, p. 128)

“I am most satisfied with the study space available in the library ranging from comfortable individual areas, to group rooms, to quiet areas. They're all great!”

(Quote from spring 2011 Library Survey of Students, p. 111)

## Works Cited

- ACRL Research Planning and Review Committee. (2011). Environmental scan 2010. Retrieved October 11, 2011, from <http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/EnvironmentalScan201.pdf>
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## **Appendix A**

# **LOOKING TO THE FUTURE: TRENDS IN ACADEMIC LIBRARY SERVICES**

Discussion paper

by Susan Bruchet August 31, 2010

Revised January, 2011

The ACRL Research, Planning and Review Committee (2010) has identified a list of top trends in academic libraries that is included in a recent article in *College and Research Libraries*. These trends were generated after an extensive literature review and an email survey sent to 9,812 ACRL members in February 2010. The article describes trends that encompass most areas of academic library work, including greater demands for accountability and assessment (ACRL, 2010). A few of the identified trends in library service are particularly relevant to our experience at Kwantlen and will be discussed briefly. This is a discussion paper and meant to solicit feedback.

**Trend: Academic library collection growth is driven by patron demand and will include new resource types:**

This trend speaks to the library user's desire for more digital content delivered in a speedy and convenient manner. Access to full text, from on campus and off campus is very important to academic library users. E-journals, e-books and digital datasets are some of the formats that library users are expecting to have access to (ACRL 2010).

Kwantlen library has recognized the desire for more e-journals, in addition to more items in traditional formats, such as books, and has undertaken a project to rationalize the print journal collection. The library will be providing access to a greater range of e-journals through its recent membership in the consortium, CRKN (Canadian Research Knowledge Network). The library has increased the e-book collection substantially through a subscription to Books 24x7 and Coutt's MyiLibrary which allows librarians to collect e-books on a book by book basis. Kwantlen students have access to digital datasets through the library's membership in the DLI (Data Liberation Initiative).

Responding to demand for library resources is important in maintaining user satisfaction. However, providing access to these resources in an efficient and engaging manner is another challenge. A project is being undertaken by the librarians to update our library search interface with the ultimate goal of increasing the use of our collections, print and digital, and allowing the library to interact with our users in new and exciting ways. New search software and discovery interfaces will allow our users to perform one simple search on the library website and retrieve results that include books, journal articles and web resources. In addition, users can collect what they find into their own lists, add their own comments and make links from the resources to the other web tools they are already using. A more modern search interface will make it easier for our users to discover the wide range of resources that we make available. We are currently attempting to secure funding for this project through the University's budget process.

In his article "Is Steve Jobs a Role Model for Librarians?" David F. Kohl (2010), the editor of *The Journal of Academic Librarianship*, discussed the difference between "opportunity-driven possibilities" and "demand-driven solutions". He cautioned that while libraries must be sensitive to what users say they need, we also have an opportunity to, like Steve Jobs, develop services that users have not asked for specifically, but that will be well-used and valued when made available (Kohl, 2010). A new discovery interface for the library is one of these "opportunity-driven possibilities" as are aspects of the next identified trend:

**Trend: Demands for accountability and assessment will increase:**

This trend discusses the fact that academic libraries, now more than ever, are required to be accountable and demonstrate their value to the institution. There is a movement towards more accountability throughout higher education, partly as a result of increased competition for limited funds (ACRL, 2010).

Assessment is an integral part of the Library Strategic Plan. On-going assessment is accomplished through library surveys, using standards published by Canadian and American library associations and by keeping statistics on our collections and services.

**Trend: Explosive growth of mobile devices and applications will drive new services:**

This trend describes how exciting new developments in smart phones, iPads and other hand held devices are leading to a change in the way students would like to access institutional services. Vendors of e-resources are beginning to offer mobile interfaces and more libraries are beginning to offer text messaging as an option in their reference services (ACRL, 2010).

Kwantlen librarians are investigating smart phone applications for the library catalogue and twitter feeds on our library web page. In addition, librarians participated in an e-reader and mobile device information session during their recent training day. Clearly, this is a trend that will spark changes to services or the development of new services in the future. Moreover, librarians must continue to develop skills in order to keep up with changes in technology.

**Trend: Increased collaboration will expand the role of the library within the institution and beyond:**

This trend speaks to the diversity of collaboration efforts. Academic librarians are increasingly collaborating with faculty to integrate library resources and information literacy instruction into the curriculum. In addition, collaboration with institutional student support services is growing as is collaboration with librarians at other academic institutions, through consortiums, to license e-resources and improve e-collection practices (ACRL, 2010).

This trend is reflected in the work of Kwantlen librarians. Collaboration with faculty is ongoing in order to provide relevant, interesting and challenging Library and Web Research classes to students. Moreover, efforts to have information literacy instruction integrated into the curriculum have met with success in a new degree proposal that specifically mentions the importance of library instruction. In addition, the Music Liaison Librarian has collaborated with a music instructor to integrate information literacy instruction into the course. Librarians have also successfully collaborated with faculty to embed library resources links onto Moodle course sites.

Services to students have been enhanced at the new Surrey library by having the Learning Centre and the Math Assessment Centre within the library. Collaboration with our service partners is leading to new services that benefit students. For example, the library and the Learning Centre collaborated on research sessions offered to students on Saturdays.

Kwantlen librarians are on a variety of University-wide committees. This has improved communication between faculty and librarians.

Kwantlen librarians are collaborating with librarian colleagues at other institutions through our consortiums. This has resulted in savings when licensing expensive electronic resources. This collegial collaboration has also encouraged the discussion of issues surrounding e-resources. In addition, there has been collaboration in providing virtual, chat reference through the provincial AskAway service coordinated by the Electronic Library Network (ELN).

**Trend: Libraries will continue to lead efforts to develop scholarly communication and intellectual property services.**

This trend describes the importance of educating faculty and students about the growing complexity of the issues surrounding scholarly communication, mainly with regard to copyright. It also mentions the growth of institutional repositories. (ACRL, 2010).

The Library recognizes the importance of respecting authors' rights and intellectual property, and has been proactive in educating our users on copyright law and copyright compliance. There is a librarian responsible for issues surrounding copyright and she has, over the years, offered workshops to faculty, and produced guides and factsheets that can be found on our Library Website. Although Kwantlen does not yet have an institutional repository, librarians have been involved in meetings and discussions with other departments regarding the creation of an institutional repository. Copyright issues often need to be addressed before materials can be used in an institutional repository and librarians can provide guidance on this.

**Trend: The definition of the library will change as physical space is repurposed and virtual space expands:**

This trend confirms that the idea of "Library as Place" is still important to library users. Library space is being reorganized to ensure students have appropriate collaborative and individual workspaces (ACRL, 2010).

At Kwantlen, there has been recognition of the fact that library space should meet a variety of needs. The Surrey library recently underwent a major renovation and expansion. It now provides furniture, study rooms and spaces that encourage group, collaborative work as well as spaces for quiet, individual study. In addition, the Learning Centre and the Math Assessment Centre are located within the library. This integration of services is an excellent way to meet students' needs. The Richmond library is currently undergoing renovation. The new Cloverdale library opened in 2007 and there is a future plan for a Langley library renovation. Careful thought was given to re-purposing space to accommodate collaborative and individual learning. The concept of "Library as Place" informed the decision-making.



## References

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- Kohl, D.F. (2010). Is Steve Jobs a role model for librarians? *Journal of Academic Librarianship*, 36(3), 191.

## Appendix

Here is the list of the top ten trends for 2010 in academic libraries identified by ACRL. The trends are listed in alphabetical order as they are in the article in *College and Research Libraries News*: <http://crln.acrl.org/content/71/6/286.full.pdf+html>.

Academic library collection growth is driven by patron demand and will include new resource types.

Budget challenges will continue and libraries will evolve as a result.

Changes in higher education will require that librarians possess diverse skill sets.

Demands for accountability and assessment will increase

Digitization of unique library collections will increase and require a larger share of resources.

Explosive growth of mobile devices and applications will drive new services.

Increased collaboration will expand the role of the library within the institution and beyond.

Libraries will continue to lead efforts to develop scholarly communication and intellectual property services.

Technology will continue to change services and required skills.

The definition of the library will change as physical space is repurposed and virtual space expands.



**Board:**  
**Meeting Date**  
**Schedule No.:**  
**Prepared by:**

**Regular**  
**28 March 2012**  
**4 b i & ii**  
**Sandi Klassen**

***BOARD ITEM / Consent Agenda***

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***Issue:***                   **Minutes for Approval**

***For Approval:***       **THAT the Board of Governors approve the minutes of 19  
January and 2 February 2012.**

**Wednesday, 25 January, 2012  
Langley Boardroom**

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**Present**

**Board**

Ariana Arguello  
Kristan Ash  
Shane King  
Kassandra Linklater  
John McKendry/President  
Rob Mumford  
Suzanne Pearce  
Kim Richter  
Gord Schoberg/Chair  
Ken Tung  
Amrik Virk

**University Vice Presidents**

Anne Lavack/Provost & VP Academic  
Gordon Lee/Finance & Administration

**University Community Members**

Arzo Ansary/Kwantlen Student Assn  
Jody Gordon/AVP Student Life  
Harry Gray/AVP Human Resource Services  
Sandi Klassen/University Secretary  
Vivian Lee/Mgr Budgeting & Assurance  
Kathy Lylyk/Executive Director Finance  
Elizabeth Merritt/University Secretariat  
Terri Van Steinburg/Kwantlen Faculty Assn

**Regrets**

Arvinder Bubber/Chancellor  
Yuri Fulmer  
Scott Nicoll  
Launi Skinner

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**Tour of Horticulture Centre**

Board members were given a presentation by David Davidson, Associate Dean of Horticulture, and Deborah Henderson, Director of the Institute for Sustainable Horticulture (ISH) on programming and initiatives offered by the Faculty and ISH, followed by a tour of the greenhouses and the labs.

**Call to Order**

The Chair called the meeting to order at 4:05pm and welcomed the guests.

**Approval of Agenda**

The agenda was approved by consensus.

**Consent Agenda**

**Moved by Ariana Arguello; seconded by Shane King:  
THAT the Board of Governors approve the Consent Agenda.**

**MOTION CARRIED**

Items included in the Consent Agenda:

- Minutes 23 November 2011
- Monitor Policy 1.0, *Global Governance Process*

**New Business**

**Administration Key Contacts**

The Board was provided with a list of administrative contacts for each of its sub-committees.

## **New Business cont'd**

### **Board Commendation to Surrey RCMP**

The RCMP has provided considerable support to the University in recent months.

**Moved by Kim Richter; seconded by Shane King:**

**THAT the Board of Governors of Kwantlen Polytechnic University formally recognizes and expresses its gratitude to the Surrey RCMP for its timely intervention, advice and overall assistance in helping the University to address and manage circumstances that might otherwise have jeopardized the safety and security of students, University personnel, and University physical assets on the Surrey Campus during the period of August 2011 to December 2011.**

**MOTION CARRIED**

### **Governor General's Message**

His Excellency the Right Honourable David Johnston gave a speech in honour of the AUCC centennial meeting on October 25, 2011. It can be viewed at the following link: <http://www.aucc.ca/about-us/our-history/100-years/video-governor-generals-message/>

## **Finance & Audit Committee**

### **Phase 1 Design & Construction, Richmond**

The Board Finance & Audit Committee discussed the request for \$2.5M for tender and construction of the first phase of the renovation at the Richmond Campus.

**MOVED by Suzanne Pearce; seconded by Rob Mumford:**

**THAT the Board of Governors approve the release of \$2.5M that is required to tender and construct Phase 1 of the Richmond refurbishment and renovation project.**

**MOTION CARRIED**

### **Signing President's Expense Forms**

The Board Finance & Audit Committee recommends implementation of a new signing authority process for the President's expense forms.

**MOVED by Kim Richter; seconded by Ariana Arguello:**

**THAT the Board of Governors approve the Chair of the Finance & Audit Committee as the approving signatory for the President's expense claims.**

**MOTION CARRIED**

### **3<sup>rd</sup> Quarter Financial Statements**

The 3<sup>rd</sup> Quarter Financial Statements were distributed at the meeting.

### **Branding Expenditures**

The VP Finance distributed a document outlining the expenditures

incurred over 3 fiscal years for Kwantlen's branding exercise. These expenses have been reviewed by the Board Finance & Audit Committee.

**Action**

- The President will ask the Director of Marketing and Communications for information on any feedback received from the branding exercise

**Governance Committee**

**'Faculty of Arts' Effective Date**

The Board approved the creation of a new 'Faculty of Arts' (final name to be determined) on September 21, 2011.

**MOVED by Kristan Ash; seconded by Amrik Virk:**

**THAT the Board of Governors confirm April 1, 2012 as the date when the new Faculty of Arts (final name to be determine) becomes operational.**

**MOTION CARRIED**

**Separate Finance and Audit Committees**

The Governance Committee considered the need for separate Finance and Audit Committees. It was determined that until an internal auditor has been appointed, the current committee will remain the same and the item will be revisited in the Fall of 2012.

**Human Resources Committee**

**Qualifications for Faculty Members Policy and Procedures – Final Approval**

This policy and its procedures have completed the entire policy development cycle.

**MOVED by Shane King; seconded by Kristan Ash:**

**THAT the Board of Governors approve the Qualifications for Faculty Members Policy and Procedures.**

**MOTION CARRIED**

**External Relations Committee**

**Polytechnic Study Tour**

The Board External Relations Committee recommended a Polytechnic Study Tour, the background to which was provided to the Board.

**MOVED by Ariana Arguello; seconded by Cassandra Linklater:**

**THAT the Board of Governors approve the Polytechnic Study Tour as suggested by the President.**

**MOTION CARRIED**

**Action:**

- Sandi Klassen will canvas the members for their interest in being on the tour and she will coordinate with faculty members regarding their teaching schedules to arrange an appropriate time for the tour.

**Langley Landscape Plan** Gordon Lee updated the Board on a proposal to upgrade the Langley campus landscaping.

**Assurance of Successful President Performance**

**Receipt of Monitoring Reports/Compliance Vote**

**Policy 3.9, Communication & Support to the Board**

**Moved by Shane King; seconded by Rob Mumford:**

**THAT the President is in compliance with Policy 3.9, Communication & Support to the Board.**

**MOTION CARRIED**

**Policy 3.6, Asset Protection**

The VP Finance provided the Board with information on Kwantlen's carbon footprint relative to other institutions. Kwantlen uses about 50% of the energy used by similar North American institutions thanks to the leadership and commitment of Karen Hearn, Executive Director of Facilities, and her staff.

**Upcoming Monitoring Reports**

The President will submit the following monitoring reports between January and April, 2012.

*3.0, Global Executive Constraint*

*3.1, Treatment of Students and Customers*

*3.2, Treatment of Employees*

*3.4, Financial Planning/Budgeting*

*3.5, Financial Condition & Activities*

*3.9, Communication & Support to the Board*

**President's Report**

The President's Report was included for information. Discussion followed about innovative design in teaching, learning technologies, advanced distributed learning and the platform support for developing online and mixed mode courses.

**Senate Report**

The main issue at Senate recently has been the creation of the new Faculty of Arts (name not finalized).

**Board/Senate Task Force on Bicameral Governance**

The Chair updated the Board on recent Task Force activity. The consultant has crafted a number of policies relating to Board and Senate responsibilities as stipulated in the University Act. The University Secretariat is looking at dates to hold the Board/Senate retreat.

**Board Retreat Follow-up**

The Board discussed the need to develop a work plan based on the recommendations of Watson Inc. The Board will strike a steering committee to pursue this.

**Action**

- Sandi will circulate proposal from Liz Watson
- Teleconference to be called for approval of proposal and to

create steering committee

- Next Agenda Contribution** The President is meeting with the 5 superintendents of the school districts in Kwantlen’s catchment area. He will provide an update at the next Board meeting.
- For the Good of the Order**
- Kristan Ash circulated the Kwantlen Alumni Awards nominations to the Board by email.
  - The Board Chair has attended a number of political events recently
  - Ken Tung mentioned the need for bone marrow donation in the Asian and South Asian communities. He will also work with the student board members to raise awareness of the need with the Kwantlen Student Association.
- Evaluation of the Board as a Group** Ken Tung evaluated the meeting, noting the visit and presentation from Horticulture and ISH. The members held good discussions and the reports from the Board chair and committee chairs were thorough and informative
- Next Meeting** The next meeting is on March 28, 2012 at the Cloverdale campus.
- Information Package** BC Business includes a Kwantlen profile.
- Adjournment** The meeting adjourned at 6:10pm.

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**BOARD CHAIR**

**Present**

**Board**

Ariana Arguello  
Kristan Ash  
Shane King  
John McKendry/President  
Rob Mumford  
Scott Nicoll  
Suzanne Pearce  
Gord Schoberg/Chair  
Launi Skinner  
Amrik Virk

**Administrative Support:**

Sandi Klassen/University Secretary

**Regrets**

Arvinder Bubber/Chancellor  
Yuri Fulmer  
Kassandra Linklater  
Kim Richter  
Ken Tung

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**Call to Order**

The Chair called the meeting to order at 8:02 am.

**Confirmation of Agenda**

The purpose of the teleconference is to make a decision regarding Liz Watson's proposal to provide governance services to develop a Board policy manual, building on the work done at the Board retreat.

**New Board Policy Manual**

**Moved by Kristan Ash; seconded by Ariana Arguello:  
THAT the Board of Governors approve the Watson Inc. proposal to  
develop a Board policy manual. MOTION CARRIED**

**Action** -Sandi Klassen will notify Liz Watson of the approval and sign the proposal on behalf of the Board.

**Steering Committee for  
Policy Manual**

**Moved by Ariana Arguello; seconded by Amrik Virk:  
THAT the Board of Governors form a steering committee to interact  
with Liz Watson throughout the process of developing the Board  
Policy Manual and report back to the Board. MOTION CARRIED**

***Steering Committee:***

Gord Schoberg  
Ariana Arguello  
Launi Skinner  
Sandi Klassen  
John McKendry, as needed

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**Next Steps:**

- **Meet with Liz Watson and her team to map out the work, incorporating comments from today's discussions. Sandi Klassen will arrange the meeting.**

**Adjournment**

The In teleconference adjourned at 8:19 am.

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**BOARD CHAIR**

***BOARD ITEM / New Business***

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***Issue:***                    **Notice of Election for the positions of Chair & Vice Chair of the Kwantlen Polytechnic University Board of Governors**

***For Information:***        The term for Chair and Vice Chair is two years. The incumbents have completed one year of their term of office. However, Bylaw No. 1, *University Board and Officers*, requires an annual election as follows:

4. The Board shall annually elect from among the appointed members a Chair and Vice Chair who shall be eligible for re-election. The Board External Relations Committee shall present the names to the Board of Governors at the June meeting. The Chair and Vice Chair are normally elected at the meeting at which the names of the candidates are presented and take office for two years or until their successors are elected, commencing the following September 1. If there is more than one nominee for either office, the election for such office shall be by ballot.”

Therefore, election of the Chair & Vice Chair of the Kwantlen Board of Governors will take place at the 20 June 2012 Regular Meeting of the Board.

**Issue:** **Program Concept: Bachelor of Science Major: Physics for Modern Technology & Bachelor of Science, Minor Physics**

**For Information:** At its February 29, 2012 meeting, the Board Student & Academic Experience Committee received a presentation from Graham Rankin, Fergal Callaghan and Takashi Sato regarding Bachelor of Science Major: Physics for Modern Technology program concept.

The proposal links physics with technology with the aim of making students employable in local industry. The program fits Kwantlen's polytechnic mandate and would be unique in Canada. Similar programs have been successful in Ireland since the 1990's.

The committee moved that the concept proposal for a Bachelor of Science Major: Physics for Modern Technology and Bachelor of Science Minor-Physics be referred to the Board Finance & Audit Committee to give consideration to the advancement of this program and the finances to support it.

The Board Finance & Audit Committee reviewed the Program Concept at its March 20, 2012 meeting and recommended it to the Board of Governors for approval so it can be developed into a Full Program Proposal.

**For Approval:** **THAT the Board of Governors approve the Program Concept, Bachelor of Science Major: Physics for Modern Technology & Bachelor of Science, Minor Physics to allow the concept to be developed into a Full Program Proposal.**

## **A. Originating Group**

### **1. Internal Developers**

Developer:	Fergal Callaghan	Faculty:	Science & Horticulture
Developer:	Takashi Sato	Faculty:	Science & Horticulture
Dean:	Graham Rankin	Faculty:	Science & Horticulture

**Date:** January 2012

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## **B. Basic Information**

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### **B.1 Name of proposed program**

Physics

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### **B.2 Proposed credential to be granted**

B.Sc. Major in Physics for Modern Technology

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### **B.3 Expected length of program (in years):**

Four years  
[One year as *Physics for Modern Technology – Foundation Year*,  
three years as *B.Sc. Major in Physics for Modern Technology* (Years 2, 3 & 4)]

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### **B.4 Anticipated start date of program:**

Year 2 intake - September 2013.

Note: Year 1 intake would formally begin as *Physics for Modern Technology – Foundation Year* in Sept 2013 as well, but all except one Year 1 courses are already running, and students can meet the admission requirements for Year 2 without this course, though it needs to be taken immediately in Year 2.

(See D.1 and D.3 for entry points).

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### **B.5 Is this a cohort, selective entry, or open access program?**

Year 1 of this degree will be called *Physics for Modern Technology – Foundation Year* and will be made available on an open admission, open registration basis. This flexibility is possible because Kwantlen offers multiple sections of most required courses across three semesters.

Years 2, 3 and 4 of the *B.Sc. Major in Physics for Modern Technology* will be a selective entry, limited enrolment program. Students will need to progress through the required courses in the prescribed timetables due to the practicalities of scheduling courses. Most program courses will have specific and sequential prerequisites and run only one section every year (or every two years), such that students will be required to keep to the recommended schedules. (See D.2 re. scheduling).

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**B.6 How many students would you expect to enroll in each year of the program? How will the program be rolled out if you are not using a cohort model?**

We are planning for 20 program students in each of Years 2, 3 and 4 of the *B.Sc. Major in Physics for Modern Technology* and enrolment will be limited to that number.

The limit on the number of program students are largely dictated by non-academic reasons including floor space and other capital needs, as well as the need to grow opportunities for work placements.

Year 1 courses are not subject to the same capacity limitations and enrollment need not be limited to a specific number.

Many courses (those not requiring capital infrastructures) will be capped at the usual 35 students and will be able to accommodate students in *B.Sc. Minor in Physics* (under separate proposal – see F.1) and any non-program students meeting prerequisite/corequisite requirements. See F.1 for further information.

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## C. Executive Summary

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### C.1 Explain how this concept adheres to principles and priorities as indicated in ministerial, institutional, and academic planning documents. Is this concept supportable and sustainable with existing and/or available resources? [no more than two (2) pages]

This proposal describes a new degree based in the Physics department, entitled “B.Sc. Major in Physics for Modern Technology.” Physics is a major driving force behind the development of new technology. In turn, new technologies allow scientists to push forward the boundaries of knowledge. So the relationship is truly symbiotic. This program is therefore aimed at those who have an interest both in fundamental science *and* in the practical application of that science in an industrial and/or laboratory setting.

Although this type of degree would be new to British Columbia, it draws inspiration from successful existing programs at Cork Institute of Technology and Galway-Mayo Institute of Technology in Ireland, as well as one launched September 2011 at Waterford Institute of Technology. In common with these programs, a major goal of our program is that graduates will find employment in local industry upon graduation. To this end, we have consulted with local industry in order to determine the type of content that would maximize the employment prospects of our graduates. The result of this consultation (with both local industry and international educational institutions) is a program that will be unique in Canada, and possibly in North America. While a number of Canadian institutions offer B.Sc. degrees in “Applied Physics”, our offering will be much more applied than those programs (through, for example, the inclusion of courses on Process Control and Green Energy Technology). Our program will also contain chemistry courses (through to upper level) and business courses. Knowledge of chemistry is essential for understanding the applications of much of modern industrial technology, and will add breadth to the graduates’ skill set. As noted later in this document, a knowledge of business is essential for many jobs in industry, and is something that many of today’s science and applied science graduates are lacking.

We believe that this program would contribute to Kwantlen’s fulfillment of its mandate as a polytechnic institution. In addition, it directly addresses many of the commitments outlined in the recent “Vision and Commitments” document. In particular it would help the institution fulfill its commitment to *degree education* in the area of *applied science and technology*. The work placement component of the program relates directly to Kwantlen’s commitment to *work-integrated learning*. The contacts we have made with local industry and educational institutions help us fulfill the commitment to *engagement with our partners*. Our contact with international educational institutions helps fulfill the commitment to *internationalization*. Finally, we believe that for all of these reasons this program will become a *flagship program* that will *reflect the institution’s applied mandate and further its reputation*.

In addition to helping Kwantlen realize its own vision and commitments, this proposal addresses various aims of BC’s Ministry of Advanced Education. The provincial government’s “*Skills for Growth Labour Market Strategy to 2020*” report predicts that natural and applied sciences and related occupations will grow faster than the provincial average over the next decade. The same report states that in order to help address the looming skills shortage, “increasing participation in science based education and technology to support British Columbia’s growing knowledge-based economy will be critical”.

Once the *B.Sc. Major in Physics for Modern Technology* program is implemented, it will be possible to offer a modest selection of related credentials with little additional resources. For students with prior degrees in related fields, we plan to explore the packaging of selected upper division courses as a post baccalaureate diploma. Further, we expect to be able to package the customary set of core physics courses as a B.Sc. minor in physics for those students who wish to pursue a physics minor. Such a degree will look very much like other Physics minors found at countless universities, with the same level of sophistication and rigour.

In summary, the proposed *BSc Major in Physics for Modern Technology* addresses many of Kwantlen’s commitments, as well as several aims of the provincial government. In doing so, the program will benefit both future students and the local region. In addition, it could easily give rise to offshoot programs.

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**D. Access** (*Degree FPP section 6. Admission and Transfer/Residency*)

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**D.1. What entry requirements should applicants be expected to meet? If there are multiple entry points, please specify requirements for each. (A graphic representation of this may be attached as Appendix C) Are entrance requirements appropriate? Are students likely to be successful?**

**Admission into Year 1: *Physics for Modern Technology – Foundation Year***

[Year 1 is open admission, open registration]

A student applying for Year 1, the Foundation Year, need only meet the general university admission requirements.

Once admitted to the Foundation Year, students can identify with the Physics for Modern Technology program and receive guidance from program personnel. Students may work their way through the required Year 1 courses as the individual's preparation permits. While many students will meet the prerequisites to enter the required courses directly, for students missing key prerequisites, KPU will be their university of choice. For example, students who have not taken Physics 12 at high school can take our well-established preparatory course PHYS 1100 in their first semester, and can subsequently study the first and second semesters of first year physics in the following spring and (compressed) summer semesters. Preparatory courses are also offered by the Math and Chemistry departments in similar ways. So, a student who is lacking one or more of the prerequisites for required Year 1 courses is not excluded from entering the program. As described in E.2, KPU Science, together with the Department of Academic and Career Preparation, has a significant, long standing record of success in working with the so called under-prepared students. Students arrive at Year 2 extremely well prepared.

For either group of students, success expectations are at least as good as our historical experience with university transfer students.<sup>1</sup>

**Admission into Year 2: *B.Sc. Major in Physics for Modern Technology***

[Year 2 and beyond are selective entry, limited enrollment]

In order to be admitted, an applicant must have completed 30 university level credits including:

- PHYS 1220 or PHYS 1102
- MATH 1220 or MATH 1230
- ENGL 1100

A grade no less than C in each course applied towards this 30 credit count will be required.

In addition to those students who come through the *Physics for Modern Technology – Foundation Year*, we aim to draw the interest of current KPU students in General Science and in the Certificate of Engineering. These are students who have traditionally transferred away but will now have options to complete an excellent degree at KPU. The entrance requirement will ensure that the applicant has completed a sufficient portion (though not necessarily all) of the Year 1 coursework, either at KPU or their equivalents at another institution, so that prerequisites to Year 2 courses are satisfied.

Students wishing to transfer in from another BC institution will find entry into Year 2 relatively seamless due to the close articulation of first year science courses across BC. Students need only complete the equivalent courses that are transferable to KPU.

**Entry beyond Year 2**

Applicants will need to meet the Year 2 admission requirements (above) and any additional credits or advanced standing will be assessed on an individual basis. Entry at levels beyond the start of Year 2 are welcomed in

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<sup>1</sup> See, for example, *Profile of BC College Transfer Students admitted to the University of British Columbia 2003/04 to 2007/08*, BC Council on Admission and Transfer.

principle but may be logistically complex due to the proportion of specialized courses. As noted previously, *B.Sc. Major in Physics for Modern Technology* will be a unique degree in Canada, making the likelihood of transfer students arriving at years 3 or 4 with a close match of coursework very small. We will happily assess requests on a case by case basis but within the limitations of the residency requirements prescribed in the B.Sc. Framework (Appendix E) and KPU Policy B.14.

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**D.2. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).**

Year 1 scheduling will be very flexible as many courses are common or equivalent/transferable with other science degrees (at KPU and elsewhere) and many sections run throughout the year.

The scheduling of courses for Years 2, 3 and 4 will be more structured because most courses will have specific prerequisites and students who attempt to take courses in other than the recommended sequence would likely encounter difficulties and delay. Scheduling will be planned such that students can progress smoothly on a full or half time basis. Our colleagues at the Galway-Mayo Institute of Technology (GMIT) offer their degree program with this structure and their half-time schedule is popular with industry professionals. GMIT's courses that belong to both the full and half time cohorts are scheduled during the evenings and we expect to pursue a similar schedule.

As is the case with many cohort programs here at Kwantlen, it will also be possible to schedule core program courses into short, concentrated spans of time. It will also be possible to schedule many courses on-line and provide lab access during weekends, facilitating program or course access for working professionals.

We are also interested in establishing a program structure that facilitates student exchange. Whereas a student who goes/comes abroad for a term may otherwise experience delays in degree completion due to required courses coming out of sequence (as described above), we hope to facilitate and promote student exchange by carefully scheduling substitutable courses, individually or in blocks, in such a way that students who go or come on exchange are not required to suffer delays in graduation. The contacts we have made with Waterford Institute of Technology (WIT), Cork Institute of Technology (CIT), and Galway-Mayo Institute of Technology (GMIT), all of which run degrees with similar aims and curriculum, have shown interest in working with us in this regard.

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**D.3 Will the structure of the program allow for multiple entry and exit points? (Be specific – use flow charts for clarity)**

(See flow chart below for illustration of B.Sc. Major entry and exit points.)

**Entry Points:** (Please also see D1.)

There are three entry points planned for this degree.

***Year 1: Physics for Modern Technology – Foundation Year***

Students who have already made the decision to major in Physics for Modern Technology as their first choice may study the Year 1 curriculum as Foundation Year students. These students may take the required Year 1 courses, preceded by preparatory courses if needed. Depending on the student's prior preparation, this stage may take more than one year to complete. Students will be admitted to the Foundation Year on an open admission, open registration basis but will receive guidance from program personnel as program students.

***Year 2: B.Sc. Major in Physics for Modern Technology***

Students from the Foundation Year and those who studied science within different programs or

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institutions may enter the degree program at Year 2. The admission requirements listed in D.1 ensure that students are prepared for coursework specific to Year 2. Years 2, 3 and 4 will operate as a selective entry, limited enrolment program.

**Beyond Year 2:**

Entry at levels beyond the start of Year 2 are welcomed in principle when seats are available but may be logistically complex due to the proportion of specialized courses. As noted previously, *B.Sc. Major in Physics for Modern Technology* will be a unique degree in Canada, making the likelihood of transfer students arriving at years 3 or 4 with a close match of coursework very small. We will happily assess requests on a case by case basis.

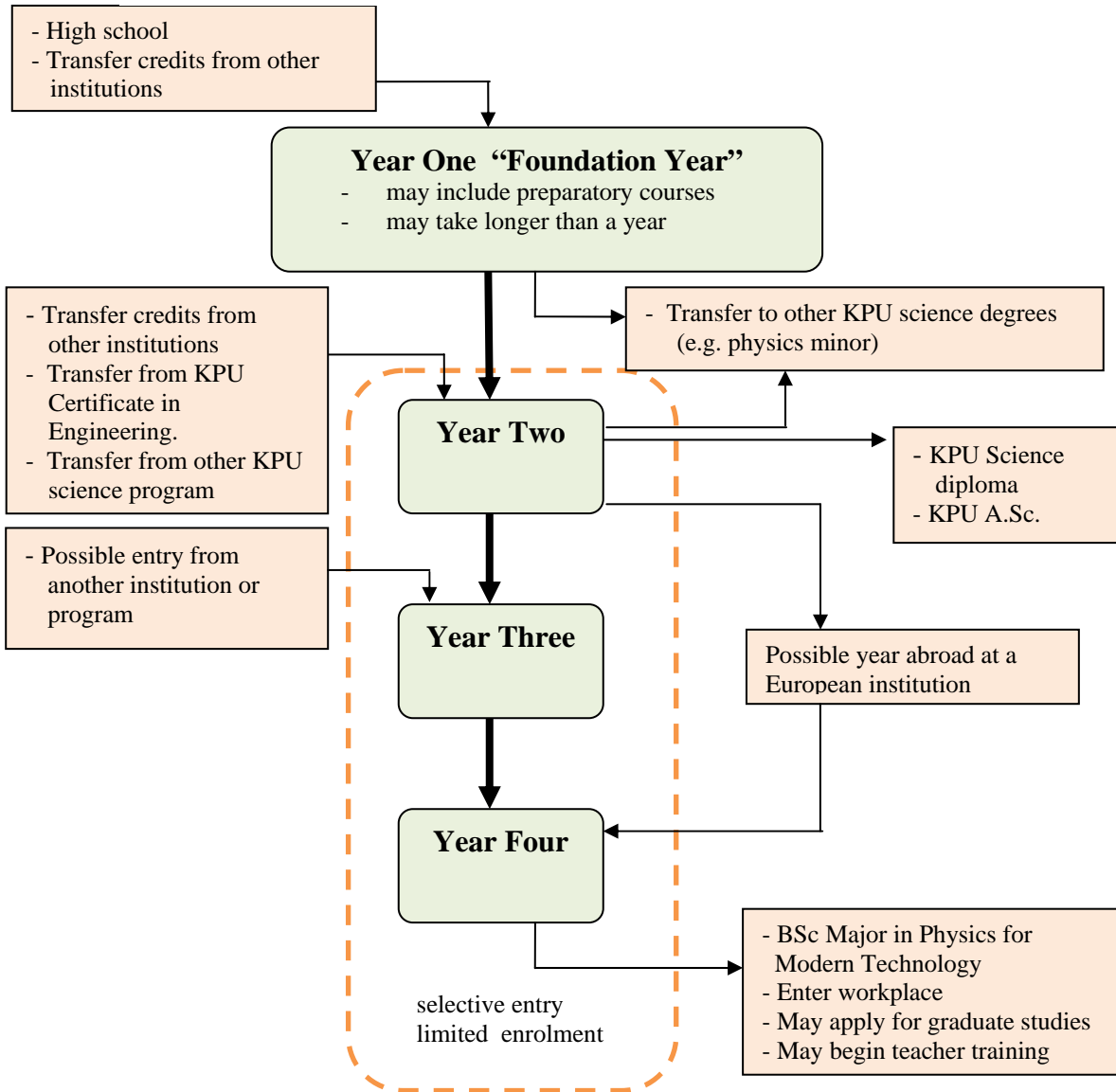
**Exit Points:**

The only intended exit point will be the B.Sc., namely *B.Sc. Major in Physics for Modern Technology* described in this proposal and *B.Sc. Minor in Physics* (proposal to follow).

Students may switch to another science major at the end of Year 1 relatively smoothly because of the way the B.Sc. framework is structured.

Although it is not desired that students transfer away, it is likely that those following our program structure will qualify for the *Diploma of Science* and *Associate of Science* along the way.

**Flow Chart for BSc Major in Physics For Modern Technology**



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## **I. Institutional Resources** (*Degree FPP section 8. Program Resources*)

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### **I.1 What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).**

As the Full Program Proposal will detail, the expertise of the existing departmental faculty matches the requirements of the proposed curriculum fairly well. The exceptions are in the areas of optoelectronics and process control. However, it appears we will require an additional 3.125 FTE faculty in order to deliver all the courses when fully rolled out so that even if we were to reallocate some of our existing resources, new hires will be an excellent opportunity to address this gap.

Please see I.2 (below) re. equipment.

Please see Appendix B re. library resources.

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### **I.2 Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)**

#### Space:

This program will require additional laboratory space beyond that currently available in the Physics department. It will be used primarily for project courses in Years 3 and 4, as well as laboratory portions of some required courses. Luckily, while logistics suggests a dedicated space for this purpose, we do not require it to be a specialized space. Specialized furniture is also not required. For the most part, we simply require tables and electrical supply.

#### Equipment:

In the above mentioned new laboratory, we will require that each student station be equipped with a basic complement of electronic instruments. While there is no rigid definition of what a “basic complement” consists of, it will include such items as an oscilloscope, multimeters, a DC power supply and a function generator. We currently estimate a budget of \$5000 per station, and each student in Years 2, 3, and 4 will require a set. Although this can potentially represent 60 sets for a fully rolled out, fully enrolled, 20 student cohort program, purchases can be phased over the initial years of operation, especially if the program is less than fully enrolled. This just-in-time purchasing is further facilitated by the fact that these are not exotic items and are available off the shelf with short notice.

Each student station will also require a computer as part of, and in order to operate, the instrumentation. We propose simply to have each incoming second year student build her own computer from supplied parts and install the operating system(s) as part of the learning exercise, and to be used for the duration of the program. This approach has the advantage that the student can take figurative ownership of the equipment. It also reduces cost compared to purchasing, maintaining and upgrading the computers commercially or by Kwantlen staff.

In addition to these equipment that every student must have, there will be shared equipment in the laboratory, such as for process control and optics. These are reflected in Capital Costs table as “lab equipment” and are described in more detail in separate documents (available on request).

**J. Costs** (to be prepared by Dean/Associate Dean in consultation with developer)**Non-Recurring Costs**

1) What will be the costs? Please provide accurate estimates.

a) Academic non-recurring start-up costs (e.g., equipment costs/other)

Item	No of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Curriculum development	8.5* course releases	0.5	1.5	5	1.5	
		\$6,563	\$19,688	\$65,625	\$19,688	\$111,563
Faculty recruitment						

Note: Our roll-out plan can start with an intake of Year 2 students as well as Year 1 students simultaneously

[\* Curriculum development – 8.5 course releases. This number modestly reflects the development of courses involving capital equipment and other needs requiring advanced planning and preparation. It also includes service courses to be developed by other departments. Conversely, the following lists the new courses for which time release for initial development is not being sought.

PHYS 2010 Modern physics  
 PHYS 2030 Classical mechanics  
 PHYS 2040 Thermal physics  
 PHYS 2420 Electricity and magnetism  
 PHYS 4010 Quantum and solid state physics  
 PHYS 4800 Special topics I  
 PHYS 4800 Special topics II ]

**Capital Costs (Equipment, Renovations)**

Item	No of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
New Lab Space	1					15,000
Lab Equipment	Various (see list)	4,000	3,000	60,000	5,000	72,000
Basic Lab Electronics	40	0	20 sets @\$5,000	20 sets @\$5,000	Share w/ Yr 3	200,000
Computers (see recurring costs)		0	0	0	0	0
Software licenses		0	3,000	2,000	5,000	10,000

**Totals**

Item	No of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-recurring		6,563	19,688	65,625	19,688	111,563
Capital Costs		4,000	106,000	162,000	10,000	372,000
Totals		10,563	125,688	227,625	29,688	408,563

**Recurring Costs**

Operating Costs

Item	No of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty	2.625 FTE	0.125 FTE \$13,125	0.875 FTE \$91,875	1.0 FTE \$105,000	0.625 FTE \$65,625	275,625
Faculty - coordination	0.25 FTE					26,250
Required service courses*	0.375 FTE		26,250	13,125		39,375
Administrative Support						
Advisor						
Specialized IET						
Specialized IT support	Some IT functions will be performed by "technician" below					
Library (see Library Assessment Template – Appendix B)						
Lab operating costs – salary	1 additional technician					65,000
Lab operating costs – non-salary						20,000
Ongoing research costs						
Computer parts <sup>1</sup> (each student can build from parts, use till graduation)	20		20 units @ \$400			8,000
Project labs	40			20 students @ \$500	20 students @ \$500	20,000
other						
<b>Grand Totals</b>		13,125	126,125	128,125	75,625	454,250

Summarize costs identified in Appendix A Internal Consultations, not including library costs

\* explain required service courses: Two math and one chemistry courses are required with seats beyond what would otherwise be offered

<sup>1</sup> A lab fee is proposed to cover this cost. Please see Revenue table.

Revenue

Item	No of courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Lab fees <sup>1</sup>			8,000			8,000
Tuition – scenario #1 20 domestic students, standard tuition fees	24	7,413	66,717	69,188	37,065	180,383
Tuition – scenario #2 20 domestic students, standard tuition fees + 30% premium	24	9,637	82,284	86,979	48,185	227,085
Tuition – scenario #3 16 domestic students, 30% premium, 4 international students	24	13,230	115,507	121,103	66,148	315,998

Signature of dean submitting concept document

Date

Signature(s) of dean(s) providing service courses

Date

**Appendix C**  
**Development & Implementation Timetable**

- Fall 2010 – Summer 2011  
Original concept development and consultations, fact finding and data gathering.
- Fall 2011 Program Concept consultations and Faculty approval
- Spring 2012 Program Concept resented to SSCC  
Full Program Proposal presented to Faculty, SSCC and Senate
- Summer 2012 Full Program Proposal presented to Ministry  
PHYS 1600 development  
New course development begins for Year 2 courses
- Fall 2012 Student recruitment efforts begin  
First full time faculty added to department  
Part time technician added to department
- Spring 2013 PHYS 1600 runs for the first time
- Summer 2013 New course development begins for Year 3 courses
- Fall 2013 Year 2 intake begins  
Year 1 intake begins  
Second full time faculty added to department
- Spring 2014 Full time technician added to department, part time position eliminated.
- Summer 2014 New course development begins for Year 4 courses
- Fall 2014 Years 3, 2 and 1 are running  
Third full time faculty added to department
- Fall 2015 Years 4, 3, 2 and 1 are running

**Appendix D**  
**Support Letters**

Letters of Support from the following supporters are included:

- Dr Christopher Guzy June 7, 2011  
Vice President and Chief Technology Officer  
Ballard Power Systems, Burnaby, B.C., Canada  
(N.B. This letter refers to the program by its earlier proposed title<sup>31</sup>.)
  
- Dr Frank Haran Oct 11, 2011  
Senior Engineering Manager  
Honeywell Process Controls  
North Vancouver, B.C., Canada
  
- Dr Harold Zwick Nov 07, 2011  
Engineering Manager  
MDA Systems Ltd.  
Richmond, B.C., Canada  
(N.B. This letter refers to the program by its earlier proposed title<sup>31</sup>.)
  
- Darryn George, P.Eng. Jan 24, 2012  
Application Engineering Manager  
NORPAC Controls Ltd.  
Burnaby, B.C., Canada

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<sup>31</sup> The previous working title of the program was “B.Sc. Major: Applied Physics and Instrumentation”. We had intended that the word “instrumentation” would signify a study of the principles and operation of scientific and industrial instruments in general. However, during the process of consulting with local industry, and with other educational institutions, we discovered that the word “instrumentation” can mean different (and specific) things to different people, depending on their background. We recently visited Waterford Institute of Technology (WIT) in Ireland, where the physics department has launched a new degree this semester. The content and aims of their degree are very similar to those of our proposed degree. After much consultation with stakeholders, WIT decided to call their degree “Physics for Modern technology”. We feel that this title better encapsulates the ethos and content of our proposed program. In addition it is less open to misinterpretation. We stress that the change in working title has not in any way affected the proposed content of the program.



The Ballard logo consists of the word "BALLARD" in a bold, blue, sans-serif font. The letters are slightly shadowed, giving it a three-dimensional appearance.**Ballard Power Systems**9000 Glenlyon Parkway  
Burnaby, BC V5J 5J8  
Canada

Tel: 604-454-0900

Fax: 604-412-4700

[www.ballard.com](http://www.ballard.com)

June 7, 2011

Fergal Callaghan, Ph.D.  
Department of Physics  
Kwantlen Polytechnic University

Dear Professor Callaghan,

We have conducted a review of the course proposal and outline for the new degree entitled "Applied Physics and Instrumentation" that you would like to offer at Kwantlen Polytechnic University.

It appears to cover a broad range of subject matter that is directly applicable in the development of fuel cells and fuel cell systems. From a research perspective, we are obviously interested in candidates with a good grounding in fundamental science. In addition, our research and development groups routinely use analytical tools to conduct material/component characterization as part of our technology and product development efforts. The development of fuel cell stacks and implementation into fuel cell systems requires an understanding of thermodynamics as well as effective interfacing with electrical systems and the monitoring of overall system performance. The suggested modules on "Green Energy Technology" and "Sales and Marketing" are excellent additions from the perspective of developing well-rounded candidates. One area that might be of value to include is a module on electrochemistry since this is obviously key to fuel cells. It also has applications in batteries, electrolyzers, and some solar applications.

Ballard has a number of employment opportunities that arise from time to time. These include co-op work terms. Students who are taking the "Applied Physics and Instrumentation" course may be good candidates for those types of opportunities.

In summary, we feel that the course outline as described offers significant benefits to potential student in terms of future career development options in the green technology sector.

Sincerely,

A handwritten signature in black ink, appearing to read "CG", written over a light blue horizontal line.Dr. Christopher Guzy  
Vice President and  
Chief Technology Officer

CG/bm

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Commercial Confidential

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.....

Frank Haran, PhD  
Senior Engineering manager  
**Honeywell Process Controls**  
500 Brooksbank Avenue  
North Vancouver, BC Canada V7J 3S4  
Phone: (604) 980-3421  
Direct: (604) 982-3575  
Fax: (604) 980-0120  
Email: frank.haran@honeywell.com

# Honeywell ASCa Inc.

10/11/2011 5:45:00 PM

Dr Fergal Callaghan  
Department of Physics  
Kwantlen Polytechnic University  
British Columbia  
Canada

Dear Fergal:

I have reviewed your proposal for a new degree course in "Physics for Modern Technology" at Kwantlen Polytechnic University. As an employee of a company that is at the forefront of industrial and commercial instrumentation and control I confirm the need for personnel educated in the physics of measurement technologies and how they are applied in a real commercial environment. I have reviewed your course outline and can confirm that it covers many of the relevant areas required to produce people with the relevant skills for employment at Honeywell.



Frank Haran, PhD, MBA  
Senior Engineering Manager

.....



November 07, 2011

Dr Fergal Callaghan,  
Department of Physics,  
Kwantlen Polytechnic University,  
8771 Lansdowne Road,  
Richmond V6X 3V8

Dear Dr Callaghan,

I have reviewed with interest, your proposed Instrumentation and Applied Physics program for Kwantlen Polytechnic University. It seems to me that this is an important contribution to enable the training of a new generation of technically well rounded graduates for our future industrial, public sector as well as academic market. I am unaware of a similar offering and expect you will attract an interesting group of students to this program.

I therefore endorse your proposal and wish you success in launching the new program.

Yours truly

A handwritten signature in blue ink, appearing to read "Harold Zwick".

Harold Zwick, PhD  
Engineering Manager  
Research and Development  
MDA Systems Ltd



NORPAC Controls Ltd.  
P: 604.422.3700  
F: 604.422.3788  
7500 Winston St.  
Burnaby BC  
Canada V5A 4X5

24 January 2012

Department of Physics  
Kwantlen Polytechnic University  
BC, Canada

Attention: Fergal Callaghan, Ph.D.

Subject: B.Sc. Major: Physics for Modern Technology

Dear Fergal,

Further to the information you have provided with respect to the above proposed Degree Program at Kwantlen Polytechnical University, I am pleased to offer the support of NORPAC Controls with respect to this unique and differentiated degree offering within British Columbia. The curriculum appears thorough, detailed and ambitious as are the technical requirements of Modern Technology.

I feel that employers in the Industrial Process Control sector such our ourselves and many of our clients, including major BC Engineering Consultants, Process Plants and OEM's, would be interested in future graduates of this program to strengthen their organisations.

Regards,

A handwritten signature in blue ink, appearing to read "Darryn George".

Darryn George, P.Eng.  
Application Engineering Manager  
NORPAC, a division of Spartan Controls



[www.norpaccontrols.com](http://www.norpaccontrols.com)



Notes:

1. The timelines are tagged with specific dates for discussion purposes. As a proponent of this degree, I have chosen early dates consistent with “aggressive development” of science degrees, with the recognition that adjustments may become reality.
2. The logistics of scheduling project lab time for 3<sup>rd</sup> and 4<sup>th</sup> years into separate semesters have been explored. Compared earlier drafts of this proposal, we have found significant economies in capital equipment costs as well as space requirements.
3. Special topics courses are now scheduled into the same timetable blocks for 3<sup>rd</sup> and 4<sup>th</sup> year students as a way of offering increased variety and saving operational costs.
4. First year science courses (PHYS 1120, MATH 1120, etc.) that have been commonly offered since time immemorial are not indicated as new program costs.
5. Other courses not indicated as new program costs include ENGL 1100, Business I & II and elective courses where we expect to find available seats in sections already offered.
6. CHEM 2315 and MATH 1152 are existing courses but new sections will likely be needed to accommodate our program students. Their costs are indicated as service courses.
7. MATH IV will be a new service course specific to our degree and the cost is indicated as a service course.
8. We have chosen to include CHEM 4610 – Instrumental Analysis in our curriculum because we are informed that such a course will be a required core course in a proposed chemistry degree and that we can expect to find available seats for our students once the chemistry degree is implemented. Not indicated as a new program cost.
9. All faculty work is budgeted at top of scale (\$105,000 per FTE). Work performed by new regular faculty at a lower salary step and by NR1 faculty would present lower cost.

Lab Space Plan

By locating the Physics for Modern Technology degree program on the Richmond campus, we expect to find savings in time and money.

Through insightful planning during the design of the current Richmond campus, one of the existing Physics labs (Rm. 3265) is already equipped with the electrical supplies (regular, high voltage, high current) in sufficient quantities to meet the demands of this degree program. Currently, we are not utilizing all the capabilities of this room with our first year courses. We could simply move in the proposed 3<sup>rd</sup>, 4<sup>th</sup> year lab work, as well as parts of 2<sup>nd</sup> year, into Rm. 3265, without the need for renovations.

The current operations in Rm. 3265 will have to be relocated into another room, to be determined, which could also be shared with parts of the new 2<sup>nd</sup> year courses. Unless the new room already has a large number of electrical outlets, this move would likely require a minor renovation to install ten

additional electrical outlets (regular supply, to hang down from the ceiling) at an estimated cost of \$15,000.

This move would need to occur in time for 2014/2015, the “Launch Plus One” year.

2012/2013 – Launch Minus One

Although the degree is not officially launched, Year 1 has effectively always been running, now requiring only one new course (PHYS 1500). We can run PHYS 1500 in Spring 2013 as an elective course for existing students. We prepare to launch new Year 2 courses.

This year sees 0.625 FTE of new faculty work within our department. We recommend our first new full time hire (1.0 FTE) at the earliest opportunity, with a corresponding decrease in NR1 hires (currently 0.5 FTE). The development and other work will be shared across the department faculty, and the new hire will be expected to teach her share of existing courses.

item description	No. of items (sections)	unit cost	total	Notes
Faculty				
curriculum development	2	13,125	26,250	see list below
additional PHYS courses implemented	1	13,125	13,125	PHYS 1500
service courses (other depts)	0	13,125	-	
program coordination	2	13,125	26,250	0 Fall, 1 Spring, 1 Summer
Technician (new)	0.154	65,000	10,000	part time or overtime for now
Capital				
lab equipment	20	200	4,000	see Equipment List #1
Total			79,625	

Course development for this year:

The following course will run in the Spring semester (Spring 2013). It needs development in Fall 2012.

PHYS 1500 Introduction to Modern Technology (0.5 course release)

The following courses will launch in 2013/2014.

PHYS 2500 Digital systems and microcontrollers (0.5 course release)

PHYS 2101 Experimental Physics (0.5 course release)

PHYS 2510 Sensors & actuators (0.5 course release)

PHYS 2010 Modern Physics (zero course release)

PHYS 2030 Classical Mechanics (zero course release)

PHYS 2040 Thermal Physics (zero course release)

PHYS 2420 Electricity & Magnetisms (zero course release)

2013/2014 – Launch Year

Year 2 launches, with 6 new courses. Faculty and technician will work on developing Year 3 courses for the following year's implementation.

Per the Lab Space Plan one room will be converted into a physics lab with a \$15,000 electrical upgrade renovation.

This year sees 1.25 FTE of new faculty work within our department above the previous year's level. We recommend a second full time faculty hire be made at this time. The development and other work will be shared across the department faculty, and the new hire will be expected to teach her share of existing courses.

item description	No. of items	unit cost	total	Notes
Faculty	(sections)			
curriculum development	5	13,125	65,625	see list below
additional PHYS courses implemented	8	13,125	105,000	6 new
service courses (other depts)	2	13,125	26,250	2 math courses
program coordination	2	13,125	26,250	1 Fall, 1 Spring, 0 Summer
Technician (half time: Sept - Mar)	0.292	65,000	18,958	wage & benefits
Technician (full time: April - Aug)	0.417	65,000	27,083	wage & benefits
Lab				
operating			15,000	below current per campus levels
computer parts	20	400	8,000	recovered through lab fee
Capital				
lab equipment	various		3,000	see Equipment List #2
basic lab electronics	20	5,000	100,000	see Equipment List #2
software license		3,000	3,000	MATLAB
lab renovation			15,000	see Lab Space Plan
Total			413,167	

Course development for this year:

PHYS 3900	Project/lab	(0.5 course release)
PHYS 3510	Introduction to control	(0.5 course release)
PHYS 3600	Signal and Image processing	(0.5 course release)
PHYS 3610	Applied optics and optoelectronics	(1.0 course release)
PHYS 3520	Process control	(0.5 course release)
PHYS 3700	Work placement	(2.0 course release)
PHYS 4800	Special Topics I	(zero course release)



2014/2015 – Launch Plus One

Year 3 launches, with 7 new courses. Faculty and technician will work on developing Year 4 courses for the following year's implementation. As upper division curriculum rolls out, we will require in initial influx of equipment, reflected here.

This year sees 0.5625 FTE of new faculty work within our department above the previous year's level. We are ready for our third new hire. Alternatively, the hiring can be delayed, or be made as a half-time appointment. In such cases, the classroom needs will have to be met using NR1's and reallocation away from existing offerings.

This will be the final year in which new courses are being developed for initial implementation of the degree curriculum.

item description	No. of items	unit cost	total	Notes
Faculty	(sections)			
curriculum development	1.5	13,125	19,688	see list below
additional PHYS courses implemented	16	13,125	210,000	7 new
service courses (other depts)	3	13,125	39,375	2 math, 1 chem
program coordination	2	13,125	26,250	1 Fall, 1 Spring, 0 Summer
Technician	1	65,000	65,000	wage & benefits (Full Time)
Lab				
operating			20,000	similar to current per campus levels
computer parts	20	400	8,000	recovered through lab fee
project labs	20	500	10,000	3rd year students
Capital				
lab equipment	various		60,000	see Equipment List #3
basic lab electronics	20	5,000	100,000	see Equipment List #2
software license		2,000	2,000	LabView, VB
Total			560,313	

Course development for this year:

PHYS 4500	Programming for Instrumentation	(0.5 course release)
PHYS 4600	Spectroscopic Instrumentation	(0.5 course release)
PHYS 4900	Senior project	(0.5 course release)
PHYS 4801	Special Topics II	(zero course release)
PHYS 4010	Quantum and Solid State Physics	(zero course release)

2015/2016 – Launch Plus Two

Year 4 launches, with 5 new courses.

This year sees 0.4375 FTE of new faculty work within our department above the previous year’s level. If not already done, we recommend the third and final new hire be made at this time.

This year will see no more new courses being developed for initial implementation of the degree curriculum.

item description	No. of items	unit cost	total	Notes
Faculty	(sections)			
curriculum development	0	13,125	-	
additional PHYS courses implemented	21	13,125	275,625	5 new
service courses (other depts)	3	13,125	39,375	2 math, 1 chem
program coordination	2	13,125	26,250	1 Fall, 1 Spring, 0 Summer
Technician	1	65,000	65,000	wage & benefits
Lab				
operating			20,000	similar to current per campus level
computer parts	20	400	8,000	recovered through lab fee
project labs	40	500	20,000	20 - 3rd year, 20 - 4th year
Capital				
lab equipment	various		5,000	see Equipment List #4
basic lab electronics	0	5,000	-	note 1
software license		5,000	5,000	
Total			464,250	

Note 1: \$100,000 shown in earlier drafts are no longer shown here. The projects are now scheduled such that 3<sup>rd</sup> and 4<sup>th</sup> year students each use the basic lab electronics during different semesters.

2016/2017 and every subsequent year – Steady State

The degree is fully launched and non-recurring start-up costs are no more.

item description	No. of items	unit cost	total	Notes
Faculty	(sections)			
curriculum development	0	13,125	-	
additional PHYS courses implemented	21	13,125	275,625	0 new
service courses (other depts)	3	13,125	39,375	2 math, 1 chem
program coordination	2	13,125	26,250	1 Fall, 1 Spring, 0 Summer
Technician	1	65,000	65,000	wage & benefits
Lab				
operating			20,000	similar to current per campus level
computer parts	20	400	8,000	recovered through lab fee
project labs	40	500	20,000	20 - 3rd year, 20 - 4th year
Capital				
lab equipment			-	
basic lab electronics	0	5,000	-	
software license				
Total			454,250	

Equipment List #1: Lab equipment needed in 2012/2013

PHYS 1500 Introduction to Modern Technology  
Basic electronic components, breadboarding tools. Similar to what we currently use in APSC 1299, but without the robots.  
Est. \$200 per station, 20 stations. Total: \$4000

Equipment List #2: Lab equipment needed in 2013/2014

PHYS 2500 Digital systems and microcontrollers  
Students will make “a device” perform as intended. The “device” could be any of a number of things, such as robots (\$100 / unit, similar to those used in APSC 1299), sensors (some similar to those currently used in ENVI 2307)  
Est. \$100 per station, 20 stations. Total: \$2000

PHYS 2510 Sensors & actuators  
Students will require use of a selection of sensors and actuators  
Est. Total \$1000

#### Basic Lab Electronics

Used in many courses in the program throughout, each lab bench will need to be equipped with a basic complement of electronic instruments and equipment, such as oscilloscopes, multimeters, function generators and power supplies.  
Est. \$5000 per station, 20 stations. Total: \$100,000

(Note: 20 stations are planned for implementation of Year 2. We will require 20 more stations to implement Year 3. Year 4 can be implemented without an additional 20 stations by scheduling project times for Years 3 and 4 in different semesters.)



Photo: basic lab electronics

Many modern instruments also require a computer console in order to program and operate them. Rather than buying computers, students will build them from parts in Year 2, and maintain them throughout Years 2, 3 and 4 as part of their studies. Computer parts are listed as a separate line item and we plan to recover their cost through a lab fee.

Equipment List #3: Lab equipment needed in 2014/2015

PHYS 3900 Project/lab

No large capital items but est. \$500 per station, 20 stations. Total: \$10,000

PHYS 3510 Introduction to control

PHYS 3520 Process control

Training rigs and simulation software are available. Est. \$20,000

PHYS 3610 Applied optics and optoelectronics

Optical equipment such as lasers, detectors, mirrors, lenses, optic fibres.

Further details being developed. Est. \$30,000

Equipment List #4: Lab equipment needed in 2015/2016

PHYS 4900 Senior Project/lab

No large capital items but est. \$500 per station, 20 stations. Total: \$10,000

PHYS 4600 Spectroscopic Instrumentation

After making use of field trips and equipment in Chemistry dept., we anticipate filling gaps in the visible, UV and IR regions with new equipment. Est. \$5,000

**Issue:**                    **Approval of Draft University Budget 2012-2013**

**For Information:**        At its January 20, 2012 meeting, the Senate Standing Committee on University Budget (SSCUB) moved that the committee accept the draft FY12/13 University budget as presented and that it meets Kwantlen's academic priorities.

The Chair of the committee sent a report (attached) to Senate on February 27, 2012 outlining the concerns and reservations that SSCUB has related to reviewing the budget and recommending approval to the Board given the lack of metrics, cost estimates for unfunded requests, prioritization or ranking of programs, perceived gaps in funding, and the criteria used to determine funding approval. Another concern is the lack of a strategic plan to guide the budget development process. Senate subsequently agreed that the 2012/2013 University Budget is consistent with the academic priorities of the University.

The Board Finance & Audit Committee reviewed the 2012/2013 University Budget at its March 20, 2012 meeting and recommended it to the Board for approval.

Attachments:

1. SSCUB Report to Senate
2. Senate Minutes February 27, 2012
3. Draft Budget 2012/13

**For Approval:**        **THAT the Board of Governors approve the University Budget 2012-2013.**

## Report to Senate

From: Senate Standing Committee on University Budget  
Prepared by: Marc Kampschuur, Chair  
Date: February 13<sup>th</sup>, 2012

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### Purpose & Scope

The purpose of this report is to provide Senate with an overview of the 2012 / 2013 budget process, the budget environment, issues identified in the process and SSCUB's budget recommendation to Senate (Appendix I).

The scope of the report includes:

- SSCUB meetings held Nov. 2011 to Feb. 2012;
- SSCAPP meetings attended by the SSCUB chair;
- Board/Senate Task Force on Bicameral Government meetings held Nov. 2011 to Feb. 2012;
- Budget presentations made to Finance; and,
- Budget submission forms prepared by service areas and faculties.

## 2012/2013 Budget

### Process & Mandate

Under the University Act subsection 62(2) "The president must prepare and submit to the board an annual budget in consultation with the appropriate standing committee of the senate." The Board has the responsibility under paragraph 27(2)(l) "to receive from the president and analyze and adopt with or without modifications the budgets for operating and capital expenditure for the university."

The SSCUB is an advisory body to support Senate on matters within its jurisdiction and to the President and Vice Presidents on budgetary policy, processes and allocations. In response to this responsibility, the SSCUB reviewed budget submission forms (schedules A, B & C), received budget request presentations, received a presentation of the operating budget from Finance, and consulted with Finance, SSCAPP, and Senators. The SSCUB also made best efforts to attend the budget presentation to finance but the notice and timing of these presentations precluded full participation.

### Environment

The 2012/13 Budget was prepared in the context of:

- No increase in the provincial government base funding;
- No increase in the annual capital allowance;
- Tuition increase limited to inflation (estimated at 2%);
- Cost inflation; and,
- Contractual lifts to salaries and benefits.

Consequently, the Budget Memorandum provided specific guidance:

- No increase to base operating funds other than contractual increases;
- Incremental operating expenses are to be funded through new revenue, existing revenue, or re-allocation of existing operating budget.

The budget briefings also suggest a focus on increased course offerings to new and existing degrees within the context of our polytechnic mandate.

Under these guidelines, service areas and faculties submitted requests for a total of ~\$12.8 million with ~\$1.1 million available.

### **The Medium is the Message** (with apologies to Marshall McLuhan)

The budget was characterized to:

- Convey that funded Asks are likely to receive continued support;
- Convey that if grant funding is reduced in the future then faculties are expected to prioritize programs that received funded Asks over pre-existing programs;
- Recognize that smaller operating units have less ability to reallocate funds; and,
- Reflect our polytechnic mandate.

### **Motion**

On January 20<sup>th</sup>, 2012, the SSCUB passed the motion 5 in favour, 2 opposed:

“That the SSCUB accept the Draft FY12/13 Budget as presented and that it meets Kwantlen’s academic priorities”

The no votes were intended to convey two points:

1. Independent from the Asks, allocations to international education, continuing education, and IET were considered higher priority than reflected by the budget.
2. The process did not entail sufficient transparency and sufficient time to participate in a meaningful manner. Specifically, revenue and cost estimates related to new programs, the number of rollouts of new programs (an extremely public process) and the ability to fund cost neutral and/or income generating programs.

To further fulfill its mandate, the SSCUB provides recommendations in Appendix I for Senate’s consideration and suggests that these recommendations are conveyed to the Board of Governors for comment.



## **Comments on the 2012/13 Budget Process**

In the course of the 2012/13 budget process, the SSCUB made a number of observations.

### Education & Transparency

The budget process is complex as evidenced by the funding sources: tuition, ancillary, government operating funding, government capital funding, and government targeted funding. Furthermore there are capital funds, special purpose funds, and an endowment fund. The SSCUB would benefit from clearer insight into the funding of the University, flows between funds, and their presentation in the budget (i.e. revenues resultant from projects funded by SPFs).

Certain budget materials were initially made unavailable to SSCUB or provided to the SSCUB later than to other stakeholders. As integrity of the process relies on transparency such occurrences should be avoided.

### Estimates & Actuals

Understandably budgeting involves the use of estimates. A comparison of budgeted numbers to actual would assist the SSCUB on the evaluation of Asks and allocations. The comparison of actual to estimates also interacts with internal reallocations as it provides insight into amounts available for internal allocations.

Historically, surpluses are underestimated and the allocation of these surpluses should follow the budget process, including the involvement of the SSCUB.

### Estimates of Contingencies

Budgets do not clearly present “contingency funds” whereby the SSCUB and other users cannot differentiate between estimated costs and contingency reserves. One example is that faculty positions are fully funded regardless of actual pay scale whereby contingencies or internal reallocations are implicitly funded.

### Timeline

On the basis of the time taken to complete a degree cycle, plus possible development processes, a longer budget timeline would assist the SSCUB in understanding how a degree cycle or degree (re)development would be funded over its course.

### Criteria

The criteria for our recommendation is whether the budget consistent with Academic Planning & Priorities as per our Vision Mission Mandate (and Global Ends Statement). These criteria are applied in a number of different contexts within the context of budget these criteria provide little guidance. For instance, every Ask received was consistent with these criteria.

Furthermore, the criteria do assist in the ranking of Asks. As Asks are often a one or the other decision or one Ask in place of several others, the ability to rank and weigh priorities would assist the SSCUB in developing recommendations for budget allocations, surplus allocations, and internal reallocations.

### Metrics

Benchmarks for comparison of operating units to prior periods, other units, and other organizations would help the SSCUB understand available capacity or opportunity for internal reallocation and the effect of potential cuts.

### Budget Presentations

Service areas and faculties presented separately to finance and the SSCUB. A single set of presentations that permit meaningful participation by both the Executive and the SSCUB may reduce the workload for the presenters and allow the Executive and SSCUB to benefit from each other's queries into the budget. Administration, Finance & the SSCUB subsequently agreed to work towards a single set of presentations.

The focus on a longer time line, i.e. a program cycle, would provide more meaningful context to the SSCUB and the opportunity to compare costs estimated at the budget stage to actual costs in subsequent years.

### Deficit

A deficit was projected 2013/2014 and it is unclear how the current budget functions to avert a deficit.

### Significant Budgetary Items

The SSCUB had no involvement with the development or review of the budget set for the "insert name here" faculty. Presumably, and consistent with one of the reasons provided in support of amalgamation, an amalgamated faculty will have different budgetary requirements than two independent faculties.

A better understanding of program costing and commitment to fund on a program basis would help the SSCUB evaluate new program related Asks.

### Cost Estimates

Proposals arose tangential to Asks presented through the budget submission forms. A mechanism that allows SSCAPP and SSCUB to identify potential significant Asks and cost these in advance may assist in the prioritization of Asks and allow for a comprehensive cost estimate through sufficient notice to Finance.

## **Observations**

### Research

Subject of research generates discussion in relation to our mandate:

- Research is optional under the University Act
- Research is fundamental to applied teaching and thus part of our polytechnic mandate
- Research generates revenue

A clear statement on research would assist the SSCUB in interpreting Senate's Academic Priorities and Administration's Mandate, Mission & Vision.

### Continuing Education

The SSCUB received a mixed message in relation to continuing education. Though identified as a key initiative, there is no funded coordinated approach. Rather, the expectation suggests that faculties fund and develop continuing education internally on an ad hoc basis. Historical baggage tends to accompany most discussions oriented on continuing education which may be an impediment to an inclusive and coordinate approach.

### Recurring Themes

Service areas and faculties consistently identified the need for additional student space.

Similarly, faculties consistently expressed an interest in developing their own IET infrastructure specialized to their discipline.

## **Acknowledgements**

The SSCUB appreciates the participation and meaningful contribution of the service areas, faculties, finance and the SSCAPP in the budget process.

## **Appendix I**

### **SCCUB's Recommendations to Senate for Transmittal to the BOG**

This appendix presents the SSCUB's significant observations from the 2012/2013 budget process with the intent to assist the Board of Governors and the Finance and Audit Committee in their budget approval deliberations.

#### ***Observation – No strategic plan:***

The basis of budgetary approval is compliance with Kwantlen Polytechnic University's Academic Priorities as presented through Administration's Mandate, Mission & Vision, Senate's Academic Priorities, and Board of Governors' Ends Statements.

These statements of our Academic Priorities do not provide guidance in the ranking and weighing of potential budget allocations whether of operating funds, capital funds, surpluses, or internal reallocations.

Every Ask received was consistent with our Academic Priorities. Every discussion reflected frustration that there was no guidance for the implementation of our academic priorities – i.e. a strategic plan.

#### ***Implication:***

The Academic Priorities are irrelevant to the budget process once an Ask is characterized as consistent with our Academic Priorities.

#### ***Recommendation:***

The development of a strategic plan that permits differentiation between Asks that are consistent with our Academic Priorities.

#### ***Observation – Partial funding of all the new degrees:***

In 2011 Kwantlen Polytechnic University received approval from the Ministry of Education to grant eight new degrees. The budget provides partial funding for each of these degrees. However, none of the Asks for new programs are fully funded and the Asks may not fully reflect operational and capital costs (such as costs incurred by other service areas such as IET, capital costs for student space, etc.). The budget forecast reflects a ~\$1.5 million deficit for 2013/14 and increases >\$1 million for each successive year in the forecast.

#### ***Implication:***

Kwantlen Polytechnic University may have insufficient funds to deliver all of the new degree programs and/or sustain them. This possibility entails significant risk in terms of our relationship with the public, the Ministry, and our internal customers. Furthermore, Asks related to existing programs may meet our Academic Priorities in a more meaningful and sustainable manner.

*Recommendation:*

The cost to commence a degree program should be comprehensively budgeted at the conceptualization stage. On the decision to implement a program the budgeted funds should be appropriated. During the development and implementation of the degree, estimates should be compared to actuals and the budget revised accordingly. Programs should be prioritized and implemented in accordance with a strategic plan whether in relation to Asks for other new programs or existing programs.

***Observation – funding of new programs to the exclusion of other Asks:***

Asks for new programs were prioritized and the only materially funded Asks. Asks related to retention were unfunded. Asks related to research were unfunded. IET, irrespective of Asks originating from this service area, appear to be chronically underfunded.

*Implication:*

The budget suggests that new programs, irrespective of the fact that these are partially funded and a budget deficit is projected, support our academic priorities in a more meaningful manner than Asks related to existing programs, student retention, and/or research.

*Recommendation:*

For the budget to be developed with reference to a strategic plan that guides Asks within and across service areas and faculties as a institutional priorities may not be met by Asks that originate in a singular service area or faculty (i.e. Continuing Education).

***Observation – Incremental Budgeting***

Kwantlen Polytechnic University utilizes incremental budgeting. Accordingly, only the allocation of new funds is part of the budget process and not the internal reallocation of funds whether within or across faculties. The budgets of the Faculty of Humanities and the Faculty of Social Sciences were reallocated as status quo budgets to Faculty of “Arts<sup>1</sup>” and thus not brought before the SSCUB.

*Implication*

The creation of a budget for the Faculty of Arts through the combination of Faculty of Humanities and Faculty of Social Sciences status quo’s budget contradicts one of the reasons for their amalgamation, cost savings. The internal relocation of funds within or across faculties suggests that the new use to which the funds are allocated are consistent with Kwantlen Polytechnic University’s Academic Priorities and more so than alternate Asks.

*Recommendation*

That significant budget allocations, whether within or across faculties, are brought to the SSCUB for observation and recommendation.

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<sup>1</sup> The faculty is described as “Arts” in the absence of an official title.

# Excerpt from Kwantlen Polytechnic University Minutes, February 27, 2012

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## 6. Senate Standing Committee on the University Budget

M. Kampschuur presented the report on the 2012/2013 proposed budget, including an overview of the process and committee recommendations. Senate had a fulsome discussion of the report.

The following additions to the memorandum were agreed upon:

- THAT Senate affirms support for the Science Faculty and is especially intent that support for the fledgling Biology degree be preserved in the budget, including provisions for curriculum development.
- THAT Senate recognizes that while the budget may be consistent with the academic priorities, and viable for the coming year, the deficit projected for 2013/2014 leaves Senate with considerable concern in the following:
  - The potential lack of funding for new degrees in subsequent years, which has the potential to leave students without any opportunity to complete the degrees
  - The absence of a plan to address the Government's recent request to reduce budgets by 1%

These concerns should be clarified by the Board of Governors and reported back to Senate at the earliest possible opportunity.

**Moved by Marc Kampschuur, seconded by Wade Deisman THAT the SSCUB report including the concerns raised by Senate will become part of the minutes and will be presented to the Board of Governors for comment, in addition to the FY2012/2013p proposed budget.**

**MOTION CARRIED**

Abstained: Graham Rankin

The following motion was passed by the Faculty of Science and Horticulture Faculty Council and read into the minutes:

“THAT Senate recognizes the polytechnic nature of the B.Sc. in Biology by doing the following: Keep the currently allocated FTE in Science to be converted to an instructional FTE after degree and course development are complete, and support the capital requests for the launch of the Biology degree. “

# **Excerpt from Kwantlen Polytechnic University Minutes, February 27, 2012**

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## **6.1 Kwantlen Polytechnic University Proposed Budget**

**Moved by Marc Kampschuur, seconded by Anne Lavack THAT the proposed Kwantlen Polytechnic University 2012/2013 Budget is consistent with and furthers the academic priorities of the University.**

**Amended by George Verghese, seconded by Arthur Coren THAT “and furthers” be removed from the motion.**

**AMENDMENT CARRIED**

**Opposed: Mazen Guirguis, Bob Davis, Cathy MacDonald**



**2012-2013  
University Budget**

Board of Governors  
March 28, 2012



## *Introduction*

Kwantlen Polytechnic University's Administration has developed 2012-2013 (FY13) draft budget allocations based on the Mission, Mandate and Vision, Commitments, Senate's Academic Priorities and the Board of Governors' Ends Statement. In our deliberations, we focused mostly on budget proposals that supported Kwantlen's development as a polytechnic university.

Given limited resources and more than \$12.8 million in budget proposals from Faculties and Service Departments, the development task was both challenging and difficult. In addition, working within Board and Ministry Policies required us to present a balanced consolidated budget.

Notwithstanding limited resources and policy constraints, this budget focuses on enhancing institutional capacity that will support change and innovation as well as position KPU for future growth.

### *Kwantlen's 2012-2013 Budget Challenge*

#### *Revenue and Cost Pressures*

- No new operating funding from the Provincial Government
- Infrastructure funding reduced to \$489,000 from \$1.8 million 3 years ago
- Tuition lift limited to inflation (except for new programs)
- No new student fees allowed
- Salary increments and cost inflation will increase costs

#### *Capital*

- Given that the Board of Governors has approved investing \$12 million in the Langley Trades renovations for Community and Health Studies and renewal of the Richmond Campus, there is a need over the next five years to allocate funds to replenish the University's capital reserves.
- This year's deficit in the capital fund (prior to budget allocations) is estimated at \$6.0 million.

#### *Fiscal Environment*

According to Ministry officials, the University will not receive any increases in provincial government funding for FY13 or FY14. Also, we expect that our infrastructure funding will remain at \$489,000 for FY13 and may decrease in future years.

If we do not continue to invest in infrastructure renewal and replacement in FY13, the University will most certainly incur higher capital renewal costs in subsequent years. The University Administration believes this would be unwise.

## *Tuition*

Given relatively low inflation over the past year, allowable domestic tuition increases will be in the 2% range. University Administration will propose a 2% domestic tuition fee increase in next year's budget. Some new degree programs will have higher tuition fees on a per credit basis than our current programs have. These include Product Design, the second BSN degree, the Horticulture and the Sustainable Agriculture degrees.

Over the past 3 years, the University has experienced significant enrolment growth. Given demographic trends and no new FTE funding, this growth is not sustainable. New degree programs and the expansion of our current degrees will, however, encourage more students to complete their degrees with Kwantlen. This will lead to slower enrolment growth. Our best estimate at this time is enrolment will grow by 2% in FY13.

## *Opportunities*

- There is a significant potential to grow non-credit and general interest continuing education offerings to address regional needs.
- International enrolments are still significantly lower than a number of neighbouring community colleges.

## *Budget*

- For FY13, we forecast revenues of \$145 million compared with \$143 million for FY12. Actual revenues for FY12 are tracking on budget. Expenditures are projected to match revenues.
- The proposed budget will be balanced on a consolidated basis as required by the Province and the Board.
- In the proposed budget the following allocations have been identified:
  - \$2 million in FY13 to replenish the University's capital reserve;
  - \$1.5 million to maintain infrastructure renewal; although only \$489,000 will be received from the Province;
  - \$625,000 for Furniture, Fixtures and Equipment expenditures.
- The proposed budget supports increases in instruction to implement approved degree programs. Priority will be given to programs that support our polytechnic mandate.

### *Looking Forward to FY14 & beyond*

The probability of receiving incremental funding beyond 2013 is not high. The Province will face major health care cost pressures at a time when the numbers of high school graduates is projected to decline. As well, the move back to the PST (provincial sales tax) will put additional pressures on government expenditures. Enrolment growth is projected to flatten and domestic tuition increases will be limited to inflationary growth established by the Ministry.

KPU will need to make a political case for increased funding. This case should be based on:

- Regional growth,
- Demand for new programming to fulfill the University's polytechnic mandate, and
- KPU meeting or exceeding the Ministry's FTE target in FY12 (except in Developmental and Health programs).

Projected Revenues (Consolidated)

<u>Revenue Source</u>	<u>2012/13</u>	<u>2011/12</u>
<u>Operating Fund</u>		
Ministry grant	\$71,215,000	\$71,215,000
Tuition fees:		
· Domestic	36,808,800	34,971,000
· International	10,168,000	8,868,000
Revenue generating fees and contracts	2,100,000	2,100,000
Application & other fees	4,243,200	3,760,000
Other revenues, interest income, recoveries, charges and transfers	<u>1,540,000</u>	<u>1,540,000</u>
	126,075,000	122,454,000
Ancillary Funds	9,035,200	8,858,000
Special Purpose Funds	3,984,000	4,784,000
Endowment Fund	75,000	-
Capital Funds	<u>6,197,000</u>	<u>7,397,000</u>
Total revenues	<u>\$ 145,366,200</u>	<u>\$ 143,493,000</u>

Expenditure Plan (Operating Fund and Other Allocations)

	<u>2012/13</u>	<u>2011/12</u>
<u>Operating Fund Allocation</u>		
Prior year operation allocation	\$ 119,491,000	\$ 113,099,800
Contributions to the KPU Foundation - student awards and financial assistance	1,000,000	600,000
Removal of prior year one time only budget increases	<u>(299,900)</u>	<u>(1,566,500)</u>
	\$ 120,191,100	\$ 112,133,300
Additions to expenditure plan:		
Ongoing budget increases (Schedule 3):		
Academic	869,300	4,627,100
Academic services	16,700	57,200
Student services	98,200	849,600
Support services	<u>160,000</u>	<u>698,900</u>
	1,144,200	6,232,800
Increments and benefits	1,050,000	1,050,000
Non-salary inflation and other costs	<u>532,500</u>	<u>375,000</u>
Ongoing increases	2,726,700	7,657,800
One time only increases:		
Academic and other	<u>-</u>	<u>299,900</u>
One time only increases	<u>-</u>	<u>299,900</u>
Current year Operating Fund allocation	<u>\$ 122,917,800</u>	<u>\$ 120,091,000</u>
<u>Other Allocations</u>		
Interfund transfers	(825,000)	(725,000)
Capital - library materials	500,000	500,000
Capital – technology (Schedule 4)	800,000	-
Capital - furniture, fixtures & equipment (Schedule 5)	625,000	425,200
Capital - renovations & facility renewal (Schedule 6)	1,500,000	1,500,000
Capital - major capital	<u>2,000,000</u>	<u>2,000,000</u>
	4,600,000	3,700,200
Total expenses and allocations	<u>\$127,517,800</u>	<u>\$123,791,200</u>
Projected revenues – Operating Fund	<u>\$126,075,000</u>	<u>\$122,454,000</u>
Projected revenues less planned expenditures	<u>\$ (1,442,800)</u>	<u>\$ (1,337,200)</u>

Expenditure Plan  
Ongoing Budget Increases

		<u>2012/13</u>
<u>Academic</u>		
3.1	Faculty of Business	Revive CISY diploma \$ 158,000
3.2	Faculty of Design	Bachelor of Design in Product Design 105,300
3.3	Faculty of Humanities	Music Department 105,300
3.4	Faculty of Humanities	Roll-out of Art History and upper-level studio courses for BFA 50,000
3.5	Faculty of Humanities	English Department: service courses required for new BA degrees 52,700
3.6	Faculty of Science	Applied Science in Sustainable Agricultural Degree 105,300
3.7	Faculty of Science	ENVI 3112/3212 courses for Policy Studies (POST) Degree 13,100
3.8	Faculty of Science	Langley-Biology Supplies and Field Trips 14,000
3.9	School of Horticulture	Degree Implementation 105,300
3.10	School of Horticulture	Fall/Spring Year 1 and 2 additions 55,000
3.11	Faculty of Trades	Electrical – Third year implementation 105,300
		<u>\$ 869,300</u>
<u>Academic Support</u>		
3.12	Library Resources	Sunday hours at Langley Campus \$ 16,700
		<u>\$ 16,700</u>
<u>Student Services</u>		
3.13	Student Life and Community	Disabilities Advisor top-up \$ 33,200
3.14	Student Life and Community	Learning Specialist 55,000
3.15	Student Life and Community	Threat/Risk Assessment Training for Business Intelligence Tool 10,000
		<u>\$ 98,200</u>
<u>Support Services</u>		
3.16	Office of Advancement	Additional staff for Marketing and Communications \$ 50,000
3.17	Facilities	Facilities – increased building functions 110,000
		<u>\$ 160,000</u>
Total Ongoing Budget Increases		<u><u>\$ 1,144,200</u></u>

Expenditure Plan  
Technology Capital Budget

	<u>2012/13</u>	<u>2011/12</u>
Revenue Allocation	\$ 800,000	\$ -
	<u>\$ 800,000</u>	<u>\$ -</u>

	<u>2012/13</u>	<u>2011/12</u>
<u>Proposed Allocation</u>		
4.1 Technology	\$ 800,000	\$ -
	<u>\$ 800,000</u>	<u>\$ -</u>

Expenditure Plan  
Furniture, Fixtures and Equipment (FF&E) Capital Budget

	<u>2012/13</u>	<u>2011/12</u>
Revenue Allocation	\$ 625,000	\$ 425,200
	<u>\$ 625,000</u>	<u>\$ 425,200</u>

	<u>2012/13</u>	<u>2011/12</u>
<u>Proposed Allocation</u>		
5.1 VP, Academic and Provost	\$ 500,000	\$ 210,800
5.2 VP, Finance and Administration	125,000	214,400
	<u>\$ 625,000</u>	<u>\$ 425,200</u>



Expenditure Plan  
Renovations and Facility Renewal Capital Budget

	<u>2012/13</u>	<u>2011/12</u>
Revenue Allocation	<u>\$ 1,500,000</u>	<u>\$ 1,500,000</u>
	<u>\$1,500,000</u>	<u>\$1,500,000</u>

	<u>2012/13</u>	<u>2011/12</u>
<u>Proposed Allocation</u>		
Annual Capital Allowance (ACA)-eligible infrastructure expenditures:		
6.1 Facilities	\$1,000,000	\$1,000,000
6.2 Information and Educational Technology	500,000	500,000
	<u>\$ 1,500,000</u>	<u>\$ 1,500,000</u>

Kwantlen Polytechnic University  
2012/13 Operating Fund Budget Summary by Division

PROPOSED

<b>Division</b>	<b>2011/12 Budget</b>	<b>Removal of 2011/12 One Time Only</b>	<b>2012/13 Budget Lift Ongoing</b>	<b>2012/13 Non-salary Inflation</b>	<b>2012/13 Changes</b>	<b>Proposed 2012/13 Budget</b>
Office of the Provost and VP, Academic	\$ 1,344,100					\$ 1,344,100
Associate VP, Academic	1,591,200					1,591,200
Faculty of Academic and Career Advancement	8,878,100	(15,000)				8,863,100
Faculty of Business	14,742,900		158,000			14,900,900
Faculty of Community and Health Studies	7,873,700	(30,000)				7,843,700
Faculty of Design	3,366,600		105,300			3,471,900
Faculty of Humanities	8,925,600		208,000			9,133,600
Faculty of Science	7,436,400	(65,000)	132,400			7,503,800
School of Horticulture	2,151,300		160,300			2,311,600
Faculty of Social Sciences	11,391,600					11,391,600
Faculty of Trades and Technology	5,468,400	(45,000)	105,300			5,528,700
Library Resources	4,159,400		16,700			4,176,100
Research and Scholarship	793,900					793,900
Strategic Enrolment Services	6,075,400					6,075,400
Student Life and Community	5,349,200		98,200			5,447,400
Office of the VP, Finance and Administration	622,300					622,300
Facilities	7,760,900		110,000			7,870,900
Financial Services	2,066,900					2,066,900
Information and Educational Technology	5,163,500	(139,400)				5,024,100
Institutional Analysis and Planning	675,000					675,000
Supply and Business Services	1,689,100					1,689,100
Human Resource Services	1,950,100					1,950,100
Office of the President	918,900					918,900
Office of Advancement	652,000					652,000
Marketing and Communications	1,328,400		50,000			1,378,400
University Secretariat	581,200	(5,500)				575,700
Non-Divisional Expenditures	3,156,300					3,156,300
Professional Development and Education Leave	1,657,100					1,657,100
Revenue Generating and Continuing Education	1,721,500					1,721,500
University-wide increments, benefits, inflation	-			532,500	1,050,000	1,582,500
Contribution to the KPU Foundation	1,000,000					1,000,000
<b>Total Operating Fund Budget</b>	<b>120,491,000</b>	<b>(299,900)</b>	<b>1,144,200</b>	<b>532,500</b>	<b>1,050,000</b>	<b>122,917,800</b>

Kwantlen Polytechnic University  
Projected Revenues and Expenditures  
2012/13 and Future Years Consolidated Budgets

PROPOSED

<u>Revenue Source</u>	<u>Operating</u>	<u>Ancillary</u>	<u>Special Purpose</u>	<u>Endowment</u>	<u>Capital</u>	<u>Consolidated 2012/13</u>	<u>Consolidated 2011/12</u>
Ministry grant	\$ 71,215,000	\$ -	\$ 2,191,000	\$ -	\$ -	\$ 73,406,000	\$ 73,406,000
Tuition fees:							
- Domestic	36,808,800					36,808,800	34,971,000
- International	10,168,000					10,168,000	8,868,000
	46,976,800	-	-	-	-	46,976,800	43,839,000
Revenue generating fees and contracts	2,100,000	-	821,000	-	-	2,921,000	3,321,000
Application & other fees	4,243,200	-	-	-	-	4,243,200	3,760,000
Other revenues, interest income, recoveries and transfers	1,540,000	9,035,200	972,000	75,000	1,092,000	12,714,200	13,762,000
Amortization of deferred capital contributions					5,105,000	5,105,000	5,405,000
<b>Total revenues</b>	<b>\$ 126,075,000</b>	<b>\$ 9,035,200</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,197,000</b>	<b>\$ 145,366,200</b>	<b>\$ 143,493,000</b>
<b>Expenditure Plan</b>							
Expenditure plan (operations) - prior year	\$ 119,491,000	\$ 7,055,100	\$ 4,784,000	\$ -	\$ 489,900	\$ 131,820,000	\$ 122,956,800
Removal of prior year one year only budget increases	(299,900)	-	-	-	-	(299,900)	(540,000)
Contributions to KPU Foundation-student awards and assistance	1,000,000					1,000,000	600,000
Capital asset amortization expense					10,600,000	10,600,000	11,063,800
	120,191,100	7,055,100	4,784,000	-	11,089,900	143,120,100	133,054,100
Additions to expenditure plan:							
Ongoing increases:							
Increments and benefits increases	1,050,000	14,000				1,064,000	3,419,700
Non-salary inflation and other costs	532,500	237,700	(800,000)		44,900	15,100	477,300
Academic	869,300					869,300	4,627,100
Other academic	16,700					16,700	57,200
Student support	98,200					98,200	849,600
Support services	160,000					160,000	698,900
Ongoing increases	2,726,700	251,700	(800,000)	-	44,900	2,223,300	10,129,800
One time only additions	-	-	-	-	-	-	299,900
Operating allocation	\$ 122,917,800	\$ 7,306,800	\$ 3,984,000	\$ -	\$ 11,134,800	\$ 145,343,400	\$ 143,483,800
<b>Other Allocations</b>							
Interfund Transfers	(825,000)	750,000		75,000		-	-
Contingency Reserve	-					-	-
Capital - library materials	500,000				(500,000)	-	-
Capital - technology	800,000				(800,000)	-	-
Capital - furniture, fixtures & equipment	625,000				(625,000)	-	-
Capital - facility renewal	1,500,000				(1,500,000)	-	-
Capital - major capital	2,000,000				(2,000,000)	-	-
Other allocations	4,600,000	750,000	-	75,000	(5,425,000)	-	-
<b>Total expenses and allocations</b>	<b>\$ 127,517,800</b>	<b>\$ 8,056,800</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 5,709,800</b>	<b>\$ 145,343,400</b>	<b>\$ 143,483,800</b>
<b>Excess of Revenues over Expenses and Allocations</b>	<b>\$ (1,442,800)</b>	<b>\$ 978,400</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 487,200</b>	<b>\$ 22,800</b>	<b>\$ 9,200</b>

<u>Revenue Source</u>	<u>Operating</u>	<u>Ancillary</u>	<u>Special Purpose</u>	<u>Endowment</u>	<u>Capital</u>	<u>Consolidated 2013/14</u>
Ministry grant	\$ 70,726,000	\$ -	\$ 2,191,000	\$ -	\$ -	\$ 72,917,000
Tuition fees:						-
- Domestic	37,545,000					37,545,000
- International	10,371,400					10,371,400
	47,916,400	-	-			47,916,400
Revenue generating fees and contracts	2,100,000	-	821,000			2,921,000
Application & other fees	4,328,100	-	-			4,328,100
Other revenues, interest income, recoveries and transfers	1,540,000	9,215,900	972,000	75,000	1,092,000	12,894,900
Amortization of deferred capital contributions					5,105,000	5,105,000
<b>Total revenues</b>	<b>\$ 126,610,500</b>	<b>\$ 9,215,900</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,197,000</b>	<b>\$ 146,082,400</b>
<u>Expenditure Plan</u>						
Expenditure plan (operations) - prior year	\$ 121,917,800	\$ 7,306,800	\$ 3,984,000	\$ -	\$ 534,800	\$ 133,743,400
Removal of prior year one year only budget increases	-	-	-			-
Contributions to KPU Foundation-student awards and assistance	1,000,000					1,000,000
Capital asset amortization expense					11,000,000	11,000,000
	122,917,800	7,306,800	3,984,000	-	11,534,800	145,743,400
Additions to expenditure plan:						
Ongoing increases:						
Increments and benefits increases	806,800	14,300	-			821,100
Non-salary inflation and other costs	543,200	-	-		44,900	588,100
Academic	470,100					470,100
Other academic	-					-
Student support	-					-
Support services	-					-
Ongoing increases	1,820,100	14,300	-	-	44,900	1,879,300
One time only additions	-	-	-	-	-	-
Operating allocation	\$ 124,737,900	\$ 7,321,100	\$ 3,984,000	\$ -	\$ 11,579,700	\$ 147,622,700
						\$ 2,279,300
<u>Other Allocations</u>						
Interfund Transfers	(825,000)	750,000		75,000		-
Contingency Reserve	-					-
Capital - library materials	500,000				(500,000)	-
Capital - technology	800,000				(800,000)	-
Capital - furniture, fixtures & equipment	625,000				(625,000)	-
Capital - facility renewal	1,500,000				(1,500,000)	-
Capital - major capital	2,000,000				(2,000,000)	-
Other allocations	4,600,000	750,000	-	75,000	(5,425,000)	-
<b>Total expenses and allocations</b>	<b>\$ 129,337,900</b>	<b>\$ 8,071,100</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,154,700</b>	<b>\$ 147,622,700</b>
<b>Excess of Revenues over Expenses and Allocations</b>	<b>\$ (2,727,400)</b>	<b>\$ 1,144,800</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 42,300</b>	<b>\$ (1,540,300)</b>

<u>Revenue Source</u>	<u>Operating</u>	<u>Ancillary</u>	<u>Special Purpose</u>	<u>Endowment</u>	<u>Capital</u>	<u>Consolidated 2014/15</u>
Ministry grant	\$ 70,726,000	\$ -	\$ 2,191,000	\$ -	\$ -	\$ 72,917,000
Tuition fees:						
- Domestic	38,295,900					38,295,900
- International	10,578,800					10,578,800
	48,874,700	-	-	-	-	48,874,700
Revenue generating fees and contracts	2,100,000	-	821,000	-	-	2,921,000
Application & other fees	4,414,700	-	-	-	-	4,414,700
Other revenues, interest income, recoveries and transfers	1,540,000	9,400,200	972,000	75,000	1,092,000	13,079,200
Amortization of deferred capital contributions					5,105,000	5,105,000
<b>Total revenues</b>	<b>\$ 127,655,400</b>	<b>\$ 9,400,200</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,197,000</b>	<b>\$ 147,311,600</b>
<u>Expenditure Plan</u>						
Expenditure plan (operations) - prior year	\$ 123,737,900	\$ 7,321,100	\$ 3,984,000	\$ -	\$ 579,700	\$ 135,622,700
Removal of prior year one year only budget increases	-	-	-	-	-	-
Contributions to KPU Foundation-student awards and assistance	1,000,000					1,000,000
Capital asset amortization expense					11,000,000	11,000,000
	124,737,900	7,321,100	3,984,000	-	11,579,700	147,622,700
Additions to expenditure plan:						
Ongoing increases:						
Increments and benefits increases	812,000	14,600	-	-	-	826,600
Non-salary inflation and other costs	554,100	-	-	-	44,900	599,000
Academic	920,100					920,100
Other academic	-					-
Student support	-					-
Support services	-					-
Ongoing increases	2,286,200	14,600	-	-	44,900	2,345,700
One time only additions	-	-	-	-	-	-
Operating allocation	\$ 127,024,100	\$ 7,335,700	\$ 3,984,000	\$ -	\$ 11,624,600	\$ 149,968,400
						\$ 2,345,700
<u>Other Allocations</u>						
Interfund Transfers	(825,000)	750,000		75,000		-
Contingency Reserve	-					-
Capital - library materials	500,000				(500,000)	-
Capital - technology	800,000				(800,000)	-
Capital - furniture, fixtures & equipment	800,000				(800,000)	-
Capital - facility renewal	1,500,000				(1,500,000)	-
Capital - major capital	2,000,000				(2,000,000)	-
Other allocations	4,775,000	750,000	-	75,000	(5,600,000)	-
<b>Total expenses and allocations</b>	<b>\$ 131,799,100</b>	<b>\$ 8,085,700</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,024,600</b>	<b>\$ 149,968,400</b>
<b>Excess of Revenues over Expenses and Allocations</b>	<b>\$ (4,143,700)</b>	<b>\$ 1,314,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 172,400</b>	<b>\$ (2,656,800)</b>

<u>Revenue Source</u>	<u>Operating</u>	<u>Ancillary</u>	<u>Special Purpose</u>	<u>Endowment</u>	<u>Capital</u>	<u>Consolidated 2015/16</u>
Ministry grant	\$ 70,726,000	\$ -	\$ 2,191,000	\$ -	\$ -	\$ 72,917,000
Tuition fees:						
- Domestic	39,061,800					39,061,800
- International	10,790,400					10,790,400
	49,852,200	-	-			49,852,200
Revenue generating fees and contracts	2,100,000	-	821,000			2,921,000
Application & other fees	4,503,000	-	-			4,503,000
Other revenues, interest income, recoveries and transfers	1,540,000	9,588,200	972,000	75,000	1,092,000	13,267,200
Amortization of deferred capital contributions					5,105,000	5,105,000
<b>Total revenues</b>	<b>\$ 128,721,200</b>	<b>\$ 9,588,200</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,197,000</b>	<b>\$ 148,565,400</b>
<u>Expenditure Plan</u>						
Expenditure plan (operations) - prior year	\$ 126,024,100	\$ 7,335,700	\$ 3,984,000	\$ -	\$ 624,600	\$ 137,968,400
Removal of prior year one year only budget increases	-	-	-			-
Contributions to KPU Foundation-student awards and assistance	1,000,000					1,000,000
Capital asset amortization expense					11,000,000	11,000,000
	127,024,100	7,335,700	3,984,000	-	11,624,600	149,968,400
Additions to expenditure plan:						
Ongoing increases:						
Increments and benefits increases	817,300	14,900	-			832,200
Non-salary inflation and other costs	565,200	-	-		44,900	610,100
Academic	920,100					920,100
Other academic	-					-
Student support	-					-
Support services	-					-
Ongoing increases	2,302,600	14,900	-	-	44,900	2,362,400
One time only additions	-	-	-	-	-	-
Operating allocation	\$ 129,326,700	\$ 7,350,600	\$ 3,984,000	\$ -	\$ 11,669,500	\$ 152,330,800
<u>Other Allocations</u>						
Interfund Transfers	(825,000)	750,000		75,000		-
Contingency Reserve	-					-
Capital - library materials	500,000				(500,000)	-
Capital - technology	800,000				(800,000)	-
Capital - furniture, fixtures & equipment	800,000				(800,000)	-
Capital - facility renewal	1,500,000				(1,500,000)	-
Capital - major capital	2,000,000				(2,000,000)	-
Other allocations	4,775,000	750,000	-	75,000	(5,600,000)	-
<b>Total expenses and allocations</b>	<b>\$ 134,101,700</b>	<b>\$ 8,100,600</b>	<b>\$ 3,984,000</b>	<b>\$ 75,000</b>	<b>\$ 6,069,500</b>	<b>\$ 152,330,800</b>
<b>Excess of Revenues over Expenses and Allocations</b>	<b>\$ (5,380,500)</b>	<b>\$ 1,487,600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 127,500</b>	<b>\$ (3,765,400)</b>



## Assumptions for FY2012/13 and Future Years Consolidated Budgets

The following assumptions/parameters have been used to build the 2012/13 and future years budgets:

	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>
<b>Revenues:</b>				
Ministry Grant	0.0%	0.0%	0.0%	0.0%
Tuition rate increases - domestic	2.0%	2.0%	2.0%	2.0%
Tuition rate increases - international	2.0%	2.0%	2.0%	2.0%
Enrolment increases - domestic FTEs	2.0%	0.0%	0.0%	0.0%
Enrolment increases - international FTEs	4.0%	0.0%	0.0%	0.0%
Revenue Generating Funding	0.0%	0.0%	0.0%	0.0%
Application fees	2.0%	2.0%	2.0%	2.0%
Miscellaneous revenue - investment income	0.0%	0.0%	0.0%	0.0%
Miscellaneous revenue - other	0.0%	0.0%	0.0%	0.0%
Ancillary Fund	2.0%	2.0%	2.0%	2.0%
SPF Funds	0.0%	0.0%	0.0%	0.0%
Capital	0.0%	0.0%	0.0%	0.0%
<b>Expenditures</b>				
Revenue Generating expenses	0.0%	0.0%	0.0%	0.0%
Ancillary expenses	2.0%	2.0%	2.0%	2.0%
SPF expenditures	0.0%	0.0%	0.0%	0.0%
Capital Fund expenditures	0.0%	0.0%	0.0%	0.0%
<b>New Degree costs</b>				
Projected FTE's required for instruction	5	5	10	10

Items that have not been factored into the build for the 2013-14, 2014-15 & 2015-16 budgets:

- New tuition fees for degrees as these fees have not been established or approved at this time.
- No increase for either domestic or international enrolment has been factored in due to the uncertainty as to the enrolment into these new degrees and the impact on existing programs/degrees.

**FY2012-13 Budget Submissions  
Detailed Request Listing**

Ref #	Unit	Request	Funding request for FY12/13	Ongoing / OTO Request	Draft Allocation	Details
1	Faculty of Academic and Career Advancement	English for International English Teachers	\$ 13,100	OTO		25% release time is requested for program development of International English Teacher's Program. Implementation Time line is Spring/Summer 2013
2	Faculty of Academic and Career Advancement	English for International English Teachers	10,000	OTO		Non-salary costs : Supply and Other costs
3	Faculty of Academic and Career Advancement	International Student Transition/Retention	13,100	OTO		25% time release is requested - ELST & EDST will collaborate to conduct research program models and best practices for supporting transition/retention of international students in a North American University.
4	Faculty of Academic and Career Advancement	International Student Recruitment	3,400	Ongoing		Budget for Languages Canada annual membership and accreditation fee is requested. Last year, the fee was paid by the VP, Academic Office.
5	Faculty of Academic and Career Advancement	Revenue Generating Activity/Raising Profile/International Student Recruitment	15,000	Ongoing		Promotional Budget – New revenue generating courses and programs will require targeted promotion to new markets that are not served by the Office of New Students.
6	Faculty of Business	Continuing and Professional Studies Coordinator	54,600	OTO		This ask is for one time only funding to hire a Coordinator for School of Business professional studies initiatives. This position will be cost recovery after initial year.
7	Faculty of Business	Continuing and Professional Studies Coordinator	25,000	OTO		Marketing and Promotional costs
8	Faculty of Business	Operations Manager	68,200	Ongoing		Continued growth of the School of Business requires to expand the administrative team. The addition of an Operations Manager to the team will allow others on the administrative team to focus on revenue generating projects.
9	Faculty of Business	MBA Recruiting/Advising Manager	73,000	OTO		This ask is for one time only funding to hire and support a Manager of MBA Recruitment and Advising. The School of Business is working with UNBC to offer a joint MBA. The first intake is anticipated for Fall 2013. This position is required for the year leading up to the 2013 intake to promote, recruit and process applications. The costs associated with this position will be recovered through tuition fees from Fall 2013 forward. The tuition revenue is based on the fees that are currently charged by UNBC - Year 1 -\$20,000, Year 2 - \$13,000. We anticipate initially admitting a cohort of approximately 20 students.
10	Faculty of Business	MBA Recruiting/Advising Manager- non-salary costs	25,000	OTO		Non-salary other costs
11	Faculty of Business	Degree Advisor (1.5 position)	81,800	Ongoing	-	Demand for Advising on the Richmond campus has increased. In order to appropriately serve the degree students at the Richmond campus, there is a need to move the current part time position to full time and add another full time Degree Advisor.
12	Faculty of Business	Community Relations/Alumni Coordinator	54,600	Ongoing		This position is requested for coordinating our community and alumni events and to expand the network of alumni and establish ongoing relationships with our community partners and alumni.
13	Faculty of Business	Administrative(Departmental Assistants - 3 positions)	150,700	Ongoing	-	In order to adequately support the needs of 12 departments additional staffing is required.
14	Faculty of Business	Student Lab Assistant	12,400	Ongoing		Student Lab Assistant is required to ensure that the labs were ready for students and instruction on the first day of classes.
15	Faculty of Business	BBA Marketing Chair Release (2 sections)	26,325	Ongoing	-	The BBA Marketing Management degree launched in September 2010. Ongoing funding to support this Chair release is requested.
16	Faculty of Business	Chair Release - Finance (25%)	26,325	Ongoing		In anticipation of creating a Finance department and development of a BBA Finance degree, to establish a Finance Chair is required.
17	Faculty of Business	Funding for Case Competitions	25,000	Ongoing		In order to continue this initiative and expand to include more competitions, a small fund to support this initiative is requested.
18	Faculty of Business	Funding for Sponsorships	25,000	Ongoing		The School of Business has sponsored several local events such as Board of Trade Business Excellence Awards, Certified Management Accounting events and Vancouver Chinese Cultural Festival. A small budget is required to sponsor these events.
19	Faculty of Business	Funding for Sponsorships	40,000	Ongoing		Several events each year without any allocated budget for these activities are organized each year. These events include Scholarship and Awards event, BBA Convocation reception, Alumni events, BBA Orientation
20	Faculty of Business	Section Growth	736,900	Ongoing	-	This represents a modest section growth of 56 sections (5%) which is consistent with the growth in sections that we have experienced in the past 3 years. Tuition is calculated based on revenue generated/section of \$13989.
21	Faculty of Business	Revive CISY Diploma	158,000	Ongoing	158,000	This represents additional sections of 12 sections to revive the CISY Diploma. Tuition is calculated using revenue of \$13,989/section.
22	Faculty of Business	Degrees in Langley	131,625	Ongoing		Growing our BBAs in Langley requires that we offer 10 sections of 3rd year courses in 2012/13 and 10 sections of 4th year courses in 2013/14.
23	Faculty of Business	BBA International Business - Soft Launch	65,800	OTO		Soft launch of BBA - International Business using existing courses (5 sections). This is a one time ask as a budget request for the full program will be forthcoming in 2013/14.
24	Faculty of Business	Funding for Upgrading Credentials	100,000	Ongoing		To assist our faculty with upgrading credentials to PhD level.
25	Faculty of Business	Workstation Replacement CISY Lab	50,000	OTO		Equipment request for CISY Lab
26	Library Resources	Library Resources for New Degrees	110,700	OTO		To support the new degree development programs, OTO operating budget is requested.
27	Library Resources	Library Resources for New Degrees	126,700	Ongoing		Ongoing Capital budget is requested to create the best and most efficient collection in new degree areas.
28	Library Resources	Library Langley Campus Renovation	232,600	OTO		To enhance student experience and access and support for degrees this budget request outlines a proposed renovation to the Langley Campus Library.
29	Library Resources	Library Langley Campus Renovation	133,600	OTO		Furniture and Equipment Request
30	Library Resources	Sunday Hours at Langley	16,700	Ongoing	16,700	Extending Langley Library Hours to include Sunday 1-5
31	Research and Scholarship	Time Release in Support of Research	315,800	Ongoing		These funds (for 24 sections) will be used to directly replace the salary of successful research award recipients. The current ORS budget (outside of internal competitions) allows for \$25,000 in time release, less than 2 sections.

**FY2012-13 Budget Submissions  
Detailed Request Listing**

Ref #	Unit	Request	Funding request for FY12/13	Ongoing / OTO Request	Draft Allocation	Details
32	Office of Advancement	Alumni Director	117,800	Ongoing		As our alumni engagement is increasing and this area continues to grow the need for a more strategic leadership in this area is required.
33	Office of Advancement	Alumni Director-non salary	32,200	Ongoing		Non-salary costs : Supplies
34	Office of Advancement	Additional Staff for Marketing and Communications	297,600	Ongoing	50,000	Required additional staffing: Communications/Media Manager, Communications Specialist, Graphic Designers (x2), Digital Signage Specialist Marketing and Communications Assistant. With additional staff , the Marketing and Communications Department will be able to provide a higher level of service to other departments and service groups
35	Office of Advancement	Matching	160,000	Ongoing		160,000 is the estimate of the funds needed to match all family gifts under the current guidelines
36	Office of Advancement & HR & AVP Students	Digital Signage Position	55,800	Ongoing		The budget request is jointly endorsed by AVP HR, AVP Students, CAO.
37	Office of Advancement	Foundation	8,000	Ongoing		Funds to be transferred from 7930, this is not new funding but a reallocation
38	Student Life and Community	Co-curricular Record Learning Outcomes Development	57,600	OTO		This is a one-time only request for a 0.5 FTE faculty release to develop the learning outcomes for a co-curricular record. This request is supported by the request submitted by IET, endorsed by the Committee for Administrative Technologies and Services, for co-curricular software.
39	Student Life and Community	Work-integrated Learning (Co-operative Education)	130,400	Ongoing	-	
40	Student Life and Community	Disabilities Advisor	31,900	Ongoing	31,900	.50 Disability advisor Salary costs
41	Student Life and Community	Disabilities Advisor	1,300	Ongoing	1,300	Non-salary costs - supply & travel
42	Student Life and Community	Learning Specialist	52,700	Ongoing	52,700	.50 faculty needed to meet student demand. With the current 1.1 FTE, the institution's service levels are inadequate
43	Student Life and Community	Learning Specialist	2,300	Ongoing	2,300	Non-salary costs - supply, travel, IET
44	Student Life and Community	Threat/Risk Assessment Training for BIT	10,000	Ongoing	10,000	This on-going funding will allow for training for new and existing members of the Behavioural Intervention Team so that they can respond to the risks associated with possible threats to the Kwantlen community.
45	Student Life and Community	Online Tutoring Coordinator	105,300	Ongoing		The Coordinator will be responsible for the set-up and implementation of Kwantlen's online tutoring services.
46	Student Life and Community	Online Tutoring Coordinator	5,800	Ongoing		Non-salary costs - supply, travel, IET
47	Student Life and Community	Initiative: SLD Budget Lift - Orientation	8,000	Ongoing		Since New Student Orientation programs were officially launched in 2003, the department's programming and reach have grown significantly, while their total annual, non-salary expenditure budget has had zero increase, remaining at \$25,000.
48	Student Life and Community	Student Life and Recreation Top Up	9,400	Ongoing		This is a request to provide for additional funding to bring the position to a full-time 5 days per week.
49	Student Life and Community	Varsity Uniforms	22,700	OTO	-	The basketball and soccer teams require replacements in 2012-13. Badminton and golf uniforms will be due to be replaced in 2013-14.
50	Student Life and Community	Student Development Furnishing	32,800	OTO		Furniture and Equipment Request
51	Student Life and Community	Student Club Space	7,500	OTO		Furniture and Equipment Request
52	Strategic Enrollment Management	OISS - Chinese Partnership Management	74,400	Ongoing	-	New staff position to support existing and new partnerships in China
53	Strategic Enrollment Management	OISS - Chinese Partnership Management	5,000	Ongoing	-	Non-salary costs - Travel
54	Strategic Enrollment	International Recruitment Initiative- China	50,000	Ongoing		Non-salary costs - travel & recruitment costs
55	Strategic Enrollment	International Recruitment Initiative- India	50,200	Ongoing		New staff position to Implement Enhanced India Recruitment Strategy
56	Strategic Enrollment	International Recruitment Initiative- India	36,000	Ongoing		Non-salary costs - travel & supplies
57	Strategic Enrollment	International Recruitment Initiative- India	3,000	OTO		Furniture and Equipment Request
58	Strategic Enrollment Management	International Credential Evaluation Officers	97,700	Ongoing		2 new staff Positions to Support International Application Processing
59	Strategic Enrollment Management	OISS Reception and office support	46,100	Ongoing		New position to support and maintain the OISS office and reception
60	Strategic Enrollment	OISS Reception and office support	500	Ongoing		Non-salary costs - travel
61	Strategic Enrollment	Senior Registration clerk	46,200	Ongoing		New Position to Support Registration Systems
62	Strategic Enrollment	Churn Positions	52,600	Ongoing		To Ensure continuing support for admissions/enrollment services
63	Institutional Analysis & Planning	Program Review- Action Plans	50,000	Ongoing		This program provides grants of up to \$5,000 to a program. In the budget allocation for FY10/11 this item was not included. It is requested that it be re-instated in FY12/13, and, because the number of reviews is increasing, we request that this amount be increased to \$50,000 per year.
64	Institutional Analysis & Planning	External Review	4,300	Ongoing		It is requested that the budget allocation for external reviewers in FY 2012/13 be increased to \$22,500. Because the timing of external reviews is unpredictable, Program Review has arranged with Finance that unspent funds allocated to external reviews will transfer to an SPF at the end of each fiscal year
65	AVP, Academic (Institutional Analysis & Planning)	Faculty Evaluation	24,800	Ongoing		Request for additional budget for auxiliary staff. This budget request covers only the student appraisal portion of the review process.
66	AVP, Academic (Institutional Analysis & Planning)	Faculty Evaluation	10,250	Ongoing		Non-salary costs
67	Supply & Business Services	Buyer Position	48,900	OTO		To provide additional support for various projects and department support including Contract Management, Online Bidding, New requisitions
68	Human Resources	Training to Develop a LEAN Culture at Kwantlen	97,000	OTO		Operational and administrative staff have received orientation to LEAN and identified processes that could realize significant gains through analysis and modification. Highest gain projects cut across Operations/IET/Finance/HR. Other departments will become involved, and will have processes that can be improved.
69	Human Resources	Emergency Planning	40,000	OTO	0	Development of Fire Evacuation Plans for Richmond and Langley
70	Human Resources	Emergency Planning	20,000	OTO	0	Development of communications (e.g. SMS/text) and Emergency Operations centre
71	Human Resources	Emergency Planning	20,000	OTO	0	Develop supporting material for Lock Down procedures - \$20,000
72	University Secretariat	Senate Support	5,500	Ongoing	-	Request for funding for forums and refreshments

**FY2012-13 Budget Submissions  
Detailed Request Listing**

Ref #	Unit	Request	Funding request for FY12/13	Ongoing / OTO Request	Draft Allocation	Details
73	University Secretariat	Senate Support	27,100	OTO		Senate - Ipads to allow for paperless meetings
74	Faculty of Science	Applied Science in Sustainable Agricultural Degree	190,250	Ongoing	105,300	Total costs for the new degree program - launch date Sep 2012
75	Faculty of Science	Associate Dean of Science	135,700	Ongoing		provision for this position under scenario planning. <i>Please note: This request was subsequently withdrawn.</i>
76	Faculty of Science	Biology Degree Implementation	150,000	OTO	0	Total costs for the new degree program - launch date Sep 2012
77	Faculty of Science	Medicinal Chemistry [CP +FP]	26,300	OTO		Faculty .25 FTE (2 sections)
78	Faculty of Science	Engineering	15,600	OTO		Faculty .125 FTE (1 section) & non-salary costs for travel
79	Faculty of Science	ENVI 3112/3212 courses for POST Degree	13,100	Ongoing	13,100	Faculty .125 FTE (1 section)
80	Faculty of Science	Furniture & Equipment	57,500	OTO		Auto-Analyzer instrument & Rotary Evaporator
81	Faculty of Science	New Health Science, Biology & Chemistry Laboratory	30,000	OTO		Planning, concept & Feasibility study and travel costs
82	Faculty of Science	International (India & China)	7,500	OTO		Travel costs
83	Faculty of Science	Langley---Biology Supplies and Field Trips	14,000	Ongoing	14,000	in support of EPT, HORT and AGRICULTURE
84	Faculty of Science	Applied Mathematics Degree	13,100	OTO		Faculty .125 FTE (1 section) for FP+course development
85	Faculty of Science	New Lab Model refurb 1st/2nd yr Rich & Surrey	85,600	Ongoing		New staff [Lab Tech. 2 x 2/3 FT]
86	Faculty of Science	New Lab Model refurb 1st/2nd yr Rich & Surrey	90,000	OTO		Equipment and renovations
87	Faculty of Community and Health Studies	2nd Associate Dean Position for CAHS	124,600	Ongoing		This position has been supported from July 2010 - March 2012. Note - no new funding being asked for this position, requesting to use surplus for next year and then reallocation of position funding due to changes in BSN-2.
88	Faculty of Community and Health Studies	2nd Associate Dean Position for CAHS- non-salary costs	3,000	Ongoing		Non-salary - Travel
89	Faculty of Community and Health Studies	BSN 2 - Scenario 1 - Revenue Generating	349,000	OTO/Ongoing		Total costs for BSN program -This scenario is based on the assumption of program commencement in Fall 2012 as a revenue generating program
90	Faculty of Community and Health Studies	Program Accreditation Fees	79,400	OTO		The above data reflects release required for reporting to external stakeholders for the upcoming fiscal, which will incur faculty releases for the development and submission of these recognition/accreditation report requirements for the following programs: CRNBC report -.25 Fac Release-BSN & CASN Report -1.0 Fac Release -BSN
91	Facilities	Increased/Changed Building Functions	223,100	Ongoing	110,000	Required increases to support institutional growth including ISH Lab (off warranty); ISH Greenhouse; partial year operation of CAHS building at Langley; Tim Horton's at Richmond
92	Facilities	Landscape Renewal Initiative	20,000	Ongoing		To provide funding for the fertilizing of plantings and pruning of trees.
93	Facilities	Way finding (Signage) Improvements	50,000	OTO		Capital Cost : This project would initialize additions for emergency, safety and security signage elements, fund the completion of the way finding upgrade at Surrey & Langley and ongoing maintenance.
94	Facilities	Way finding (Signage) Improvements	5,000	Ongoing		Other costs
95	Facilities	Fir CAHS Classroom Refurbishment	192,600	OTO		Capital Cost :When CAHS vacates the Fir Building in the summer of 2012 the rooms vacated can potentially be refurbished to create five 35 seat and two 24 seat classrooms.
96	Facilities	Public Art	7,500	OTO		This project is intended as seed money to support and enhance the existing art collection through improved display, maintenance and restoration.
97	ORS & Library -Joint Submission	Institutional Repository	19,300	Ongoing		Digital Commons would provide additional scholarly support by enabling Kwantlen scholars to publish peer-reviewed journals and scholarly books, and to organize conferences
98	ORS & Library -Joint Submission	Institutional Repository	12,900	OTO		Digital Commons Kickstart for the first year
99	Faculty of Design	Bachelor of Design in Product Design	1,020,000	OTO/Ongoing	105,300	Degree Implementation as per degree approval in 2010. Ask is as follows: 1) Salary & Benefits \$180,000, 2) Non salary \$67,000, 3) Capital \$773,000
100	Faculty of Design	Materials Research Centre	328,000	OTO/Ongoing		A review of the FPP for Product Design revealed exciting opportunities for materials innovation and research
101	Faculty of Design	Industry-Education Officer	49,600	Ongoing		IEO is a position that will work closely with Faculty to help create practical learning opportunities for students
102	Faculty of Design	Program Assistant for FIND (0.5FTE)	24,800	Ongoing		Funding for 0.5 fte program assistant for FIND.
103	Faculty of Design	Non Salary Items	39,600	Ongoing		Urban Exhibition Space and Gallery (\$1,500), National Portfolio Day (\$10,000), Space Rental (\$18,000), Marketing (\$10,000), Travel/PD and Supplies (\$1,600)
104	Faculty of Design	50% Education Advisor for the Faculty of Design	24,800	Ongoing		The Faculty of Design has seen a transformation in offering more degree programs and an 11.4% increase in FTE since 2004. The provision of new degrees and the increase in FTE requires appropriate academic advising to support students through several enrolment stages, along with degree progression and graduation requirements. This workload is currently managed by the Program Coordinators and their attention must be shifted to other priorities that rely on their expertise including departmental oversight and faculty teaching and research. Also, the Richmond campus does not have the central ES units available for students to access when needed. The Education Advisor will provide the dedicated resources and support for students, faculty and staff in Design.
105	Faculty of Design	Funding for Divisional Business Manager	12,400	Ongoing		Reclass Operations Manger to Divisional Business Manager, as is done in other Faculties
106	Faculty of Design	FF&E Schedule C	131,900	OTO		FF&E for Fashion Technology, Fashion Marketing, FIND, Graphic Design, Interior Design
107	Faculty of Design	FF&E Schedule C	83,000	OTO		FF&E for DEP labs
108	Faculty of Social Sciences and Faculty of Humanities	Forensic and Bio-Anthropology Lab and Field School	314,000	OTO/Ongoing		Space, Capital, and Operating for Ofrensic Biological and Cultural resource Management Lab

**FY2012-13 Budget Submissions  
Detailed Request Listing**

Ref #	Unit	Request	Funding request for FY12/13	Ongoing / OTO Request	Draft Allocation	Details
109	Faculty of Social Sciences and Faculty of Humanities	Cultural Anthropology / Sociology Lab	133,400	OTO/Ongoing		Space, Capital, and Operating for Cultural Anthropology / Sociology Lab
110	Faculty of Social Sciences and Faculty of Humanities	Psychology Labs	18,500	Ongoing		Space, Capital, and Operating for Psychology Labs
111	Faculty of Social Sciences and Faculty of Humanities	Policy Studies Co-op Learning Component	67,100	Ongoing		To help with retention of 3rd and 4th year students
112	Faculty of Social Sciences and Faculty of Humanities	Music Department	187,000	Ongoing	105,300	Funding for 3rd/4th year of BMMA degree
113	Faculty of Social Sciences and Faculty of Humanities	Roll out of new media Stream for Creative Writing	53,000	Ongoing		Roll out of New Media Stream. One faculty FTE over three years. Revenue: Incremental tuition. Currently 13 students in program, 2 of which are in third year. Must be capped at 15 in third year. Projected to increase by 5 in 12/13, 5 in 13/14, and 3 in 14/15
114	Faculty of Social Sciences and Faculty of Humanities	Roll out of Art History and Upper-level Studio Courses for BFA	91,200	Ongoing	50,000	One faculty FTE over three years. (4,2,2 sections), Leased computers (\$7191 annually, replacement of ceramic wheels (10K), software for digital media lab (\$21,371). Revenue: Incremental tuition. Studio courses capped at 15. Art History at 25. Currently 5 UL degree students. Increase by 5 annually until capacity is reached in 14/15. Department seeks space for two studios in Fir or Spruce. Preliminary quote received, but identified space is not currently available, therefore not included here.
115	Faculty of Social Sciences and Faculty of Humanities	English Department: Service Courses required for new BA degrees	105,300	Ongoing	52,650	Eight sections to support increased demand for service courses with expansion of BA Majors. Cost: Increase of 8 sections in 12/13, 8 sections in 13/14 and 7 sections in 14/15. Revenue: Tuition generated by these sections. Sections capped at 25 seats. Projected at 90% utilization.
116	Faculty of Social Sciences and Faculty of Humanities	BA Major in Philosophy Rollout of honors option	30,800	OTO		Two sections to support rollout of Honours in Philosophy. Cost: Two sections ongoing. Office equipment for faculty (4500 OTO). Revenue: Assume two students in 12/13 and 13/14, three in 14/15. Six credits per course.
117	Faculty of Social Sciences and Faculty of Humanities	Modern Languages Department	62,600	Ongoing	-	Modern Language service courses for new BA degrees. Cost: Four sections ongoing. Furniture to relocate faculty offices and conversation lab to Fir building, freeing space in Cedar. Revenue: tuition from these service courses. Capped at 27, assume 85% utilization.
118	Faculty of Social Sciences and Faculty of Humanities	Geography Department	49,100	Ongoing		Degree proposals for a BA Major and BSc in Geography are under development. Both degrees can be implemented without further faculty funding, and will require only modest redeployment of lower-level sections since the department is already running a Minor, and is running 5 UL sections annually. Costs: .75 Lab Instructor (38K and benefits), \$2K ongoing lab supplies.
119	Faculty of Social Sciences and Faculty of Humanities	Political Science Department	0	Ongoing		New Degree: BA in Political Science. A degree proposal for a BA Major in Political Science is under development. The degree can be implemented without further faculty funding, and will require only modest redeployment of lower-level sections since the department is already running a Minor, and is running 5 UL sections annually. Costs: None. Revenue: 3 FTE not utilized in existing UL courses. Major will allow these to fill at rate of increase of one FTE per year.
120	Faculty of Social Sciences and Faculty of Humanities	Dean's Office Reorganization	138,700	Ongoing		We propose to add an Associate Dean, Students. Responsibilities will include increasing conversion from AA and diploma programs to degree programs, which will increase utilization in UL and tuition revenue. Also, development of agreements facilitating 3rd year admission from other programs in the province and beyond, will be a responsibility.
121	Faculty of Social Sciences and Faculty of Humanities	Misc OTO upgrades	29,000	OTO		Misc FF&E
122	Faculty of Trades and Technology	Plumbing & Electrical Staff, Supplies and Time Rolls	103,900	Ongoing		1.0 FTE Level 12 instructional associate, 0.125 time release for Electrical and Mechanical, supplies budget
123	Faculty of Trades and Technology	Manager, Student Transitions	75,400	Ongoing		Reestablish student transition office position which was previously funded through first nations partnership and was successful in placing over 200 first nations students in trades training each year
124	Faculty of Trades and Technology	Time Release - Extenuating Circumstance	11,000	OTO		FY12/13 chair of faculty council is also chair of all sub committees
125	Faculty of Trades and Technology	Grievance Resolution	50,000	OTO		Financial support for anticipated existing grievance resolutions in FY12/13
126	Faculty of Trades and Technology	Appliance Services Shop Reno's (safety)	20,000	OTO		3 to 4 inch minimal graded slope to be installed into dishwasher/washer section of shop to ensure water doesn't come in contact with live electrical equipment
127	Faculty of Trades and Technology	Building Construction Shop / Restructure	10,000	OTO		Relocate all building construction programs to shops 1720/30 and remove existing wall cut out
128	Faculty of Trades and Technology	Electrical - 3rd year implementation	305,300	OTO/Ongoing	105,300	To implement 3rd year of electrical program which has a 138 person waitlist, request for 1 faculty FTE, supplies and equipment required for 3rd year
129	Faculty of Trades and Technology	Plumbing - 3rd year implementation	60,600	OTO/Ongoing		To fund one intake of 3rd year plumbing, equipment required
130	Faculty of Trades and Technology	Bachelor of Technology in Trades Innovation	62,000	OTO/Ongoing		To implement a Bachelor of Technology in Trades Innovation Degree in FY13/14; funding requested for external consultant to complete labour market review.
131	Faculty of Trades and Technology	Awards Ceremony Budget	3,500	Ongoing		To implement an awards ceremony away from the General awards ceremony, as trades is a large enough faculty to support one
132	Faculty of Trades and Technology	Re-establish marketing budget	25,000	Ongoing		Request to reallocate budget from marketing department
133	Faculty of Trades and Technology	Capital Equipment Replacement and Repair Plan	45,000	Ongoing		For implementation of an ongoing capital equipment maintenance plan for aging equipment
134	Faculty of Trades and Technology	Industry Service Programs (ISP), Director of Industry Service Programs	106,000	Ongoing		Position will seek, maintain and manage programs and external relations
135	Faculty of Trades and Technology	ISP Building Envelope Technician	110,700	Ongoing		New Program, funded outside the ITA training plan.
136	Faculty of Trades and Technology	ISP Low Voltage Systems	167,400	Ongoing		Self Sustaining Program
137	Faculty of Trades and Technology	ISP Building Service Worker	65,500	Ongoing		Self Sustaining Program

**FY2012-13 Budget Submissions  
Detailed Request Listing**

Ref #	Unit	Request	Funding request for FY12/13	Ongoing / OTO Request	Draft Allocation	Details
138	Faculty of Trades and	ISP Hydraulics Lab	12,600	Ongoing		Self Sustaining Program
139	Faculty of Trades and	ISC Cross Connection Lab	10,600	Ongoing		Self Sustaining Program
140	Faculty of Trades and	ISP Seismic Code Change	11,100	Ongoing		Self Sustaining Program
141	Faculty of Trades and	ISP Gas Course	12,400	Ongoing		Self Sustaining Program
142	Faculty of Trades and	ISP Building Code Instructor Training	38,400	Ongoing		Self Sustaining Program
143	Faculty of Trades and	ISP Scaffolding and Safety Harness	44,100	Ongoing		Self Sustaining Program
144	Faculty of Trades and	ISP Electrical Contract law	12,600	Ongoing		Self Sustaining Program
145	Faculty of Trades and	ISP Electrical Code Regulations	10,800	Ongoing		Self Sustaining Program
146	Faculty of Trades and	ISP Building Restoration	92,300	Ongoing		Self Sustaining Program
147	Faculty of Trades and	ISP Building Science	126,500	Ongoing		Self Sustaining Program
148	Faculty of Trades and Technology	Schedule C Trades FF&E	124,412	OTO		Admin (\$135,500), Appliance (\$36,300), Automotive (\$44,407), Parts/Warehousing (\$1,500), CADD (\$8,805), Electrical (\$8,500), Millwright (\$30,040), Plumbing (\$1,000) Public Safety (\$10,000), Welding (\$36,000)
149	Information and Educational Technology (IET)	Banner Workflow	70,000	OTO	-	This is an university-wide initiative to implement the Banner Workflow functionality that can be used across the Student, Finance and HR modules for business process improvements through application of workflow to achieve efficiency gains. The implementation begins with the Automation of the Admissions process. This is one of two initiatives recommended by CATS (Committee for Administrative Technology Systems) as a priority for funding.
150	Information and Educational Technology (IET)	CATS - Co-curricular Record System	32,500	OTO		This initiative from Student Life and Community is for the implementation of a Co-curricular Record System (CCR) and is one of two initiatives recommended by CATS (Committee for Administrative Technology Systems) as a priority for funding.
151	Information and Educational Technology (IET)	Cloverdale SST	56,400	OTO		The request is for an additional SST to provide dedicated coverage for the Cloverdale campus in order to maintain an adequate level of service. The availability of the additional resource will also provide the capacity for IET to support the many office churns that is expected after CAHS vacates its Surrey offices.
152	Information and Educational Technology (IET)	Extended Support Hours	56,400	Ongoing		Ongoing funding for 1 SST FTE is required to extend IET service desk hours to cover evenings and weekends. This request is made in response to the recommendation of the Library and the faculty which identified the availability of technical support as critical to addressing the 'service gap' experienced by students attending evening and weekend classes.
153	Information and Educational Technology (IET)	Video Production Support	76,400	OTO		IET is requesting the equipment and one-time resource to provide video training and production support
154	Institute of Sustainable Horticulture (ISH)	Additional funds for admin support	29,600	Ongoing		Match of external funds for admin and operational support. We hope that by next year, larger grants will provide more funds for admin/operational support.
155	Institute of Sustainable Horticulture (ISH)	Grant Writer	45,000	OTO		Grant Writer (second of two year request- granted in 11-12). To augment one external grant \$22,500).
156	Institute of Sustainable Horticulture (ISH)	Lab and Greenhouse Startup Costs	50,000	OTO		Lab is functioning well and greenhouse is beginning to function after opening in July 2011. Many students are working in internships, industry partners are increasing and there have been two NSERC grants in the past year. There is increasing coordination with new degree programs and EPT and with Cuba program – including visiting graduate students and researchers from Cuba to ISH lab.
157	Horticulture	Degree Implementation	245,330	OTO/Ongoing	105,300	Costs taken from approved concept. Other: Required degree courses from other Science departments or other Faculties. Library costs: \$25,500 ongoing and \$37,500 one-time collection development 2012/2013 costs are composed of new year 3, curriculum development, and chair release.
158	Horticulture	Fall/Spring Year 1/2 additions	55,000	Ongoing	55,000	Additions of labs of HORT 1102, 1104, 1217, 1240 & 2334. Seats in lectures exist. Additions of HORT 1230 and HORT 1255. New lecture and lab seats. Total new registrations in 2012 - 2013: 86
159	Horticulture	Hort Summer Sci Program	75,000	Ongoing		Proposal adds HORT 1102 (3 cr, lecture + lab), HORT 1155 (3 cr, lecture), HORT 1122 (2 cr lecture + lab) HORT 1217 (3 cr lecture +Total new registrations in 2012 - 2013: 44
160	Horticulture	Year 3 Partial Plant Health Offering	81,400	Ongoing		Offering 3 upper level Plant Health courses (3 credits each) in January 2013.
161	Horticulture	Increased offerings due to decreased section sizes	51,000	Ongoing		Decreased class size (16 to 12) in HORT 1116, AHCC 1013, & AHCC 1023 due to insufficient space. Decreased class size (16 to 9) in HORT 2304 due to insufficient space. Increased maintenance budget due to the conversion of shop space to lab space. Maintenance currently done by staff is expected to be contracted out. No change in enrollment therefore no extra revenue.
162	Horticulture	Degree Development / Diploma reorg	40,000	OTO		3/8 time release for diploma reorganization and degree development completion.
163	Horticulture	FF&E	186,500	OTO		Note Original Amount \$228,300 less \$41,800 included in Plant Health ask
164	Space Planning	Request for 0.5 FTE Space Planning asst. & non salary funding	38,430	Ongoing		
165	External Affairs	0.5 FTE unfunded staff and consulting	133,900	Ongoing		includes 0.5 FTE unfunded budget
			<b>\$ 12,694,847</b>		<b>\$ 1,144,150</b>	

**Issue:**                   **Revisions to Bylaw No. 4, Fees**

**For**                        The Finance & Audit Committee reviewed the revisions to Bylaw No. 4, *Fees*,  
**Information:**           and recommend the revised Bylaw to the Board for approval.

Please see the attached revised Bylaw, No. 4, *Fee*.

**For Approval:**       **THAT the Board of Governors approve revisions to Bylaw No. 4, Fees.**





**a.b. Fixed Term Programs and Full-time Continuous Intake Programs:**

Category	\$ / week	Applies to the following:
1	\$ 109.75	<ul style="list-style-type: none"><li>Existing courses as at September 1, 2011</li></ul>
2	\$ 225.00	<ul style="list-style-type: none"><li>New courses developed for degrees/programs in the trades and technology field of study, e.g. Arborist program</li></ul>

**d.c. Adult Basic Education Programs** No charge

3. Other fees and charges effective 01 ~~July~~ August 2014 are as follows:

- |                                                              |                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Student fees for libraries, technologies and student life | 7-% of tuition                                                                                                                                                                                                                                                                                                                                                         |
| b. Application Fee                                           | \$ 40 first time application                                                                                                                                                                                                                                                                                                                                           |
| c. Re-application Fee                                        | \$ 20 subsequent application                                                                                                                                                                                                                                                                                                                                           |
| d. Re-instatement Fee                                        | \$ 40                                                                                                                                                                                                                                                                                                                                                                  |
| e. Transcript Fee                                            | \$ 5 per transcript (electronic version)<br>\$ 7 per transcript (paper version)                                                                                                                                                                                                                                                                                        |
| f. Grade Appeal Fee                                          | \$ 25                                                                                                                                                                                                                                                                                                                                                                  |
| g. <del>Commitment Fee</del> <u>Admissions Deposit</u>       | Student is required to remit a non-refundable <u>Commitment Fee-Admissions deposit</u> (from a minimum of \$250 to a maximum of 25% of the program fee) at the time the applicant is offered a seat or prior to student beginning the registration process. If the student completes the registration process, this fee will be applied towards the full tuition fees. |
| h. Graduation Fee                                            | No charge                                                                                                                                                                                                                                                                                                                                                              |

4. Other Programs The appropriate Vice President will determine fees and charges for the following:

- Cooperative Education Work Term
- Prior Learning Assessment
- Upgrading, Training, and Professional Studies

5. Service Charges All discretionary fees will be determined by the appropriate Vice President (e.g. duplicate tuition receipt charge, NSF cheque / stop payment charge, calendar charge, rush documents, etc.)

6. International student fees effective 01 ~~January~~ August –2012 are as follows:

International Student Tuition Fee \$ 460-00500.00 / credit

International Student fees for libraries, technologies and student life \$20.00 / credit

**Issue:**                    **Investment Policy Revision**

**For  
Information:**            As requested previously, the Management and Investment of University Funds Policy and Procedures was revised to reflect having one Finance & Audit Committee as well as adding wording about minimization of risk and volatility. The Committee reviewed the changes and, while no quorum was present, it was satisfied that the changes had been made as requested and forwarded the Policy and Procedures to the Board for preliminary approval, after which the documents would be posted for University comment.

**For Approval:**        **THAT the Board of Governors grant preliminary approval to the Management of Endowed University Funds.**

	<b>Policy History</b>
<b>Policy No.</b> E11	Revised:
<b>Approving Jurisdiction Board</b>	Reviewed:
<b>Signed By</b>	Effective: 1990 08 22
<b>Administrative Responsibility</b> Vice-President, Finance and Administration	Approved: 1997 07 24

## **MANAGEMENT AND INVESTMENT OF UNIVERSITY FUNDS POLICY**

Draft January 26, 2012

### **CONTEXT AND PURPOSE**

The University Act, section 57 states the following: “Subject to a contrary intent expressed in a gift, devise, bequest of trust, section 15 of the Trustee Act does not apply to investments made by a board of a university and each board (a) may invest money belonging to the university and available for investment, and (b) must, when investing under paragraph (a), make investments that a prudent person would make.”

The Board of Governors has assigned responsibility for the short and long-term financial health of the University to the Finance and Audit Committee including the following wording in the Terms of Reference: the Committee’s mandate regarding the short and long-term financial health of the University includes but is not limited to overseeing: The development of University policies governing financial, budgetary, investment, borrowing and risk management matters.

The intent of this Policy and related Procedures is to ensure that the University has made appropriate arrangements for the investment of its various funds to ensure that capital is preserved, that the funds generate a reasonable rate of return and that liquidity is available when funds are required for their intended purposes.

### **SCOPE AND LIMITS**

This Policy and Procedures relates to all funds under the control of the University including:

- (1) short term operating funds
- (2) endowment funds
- (3) non-endowment investment funds

- (4) other funds as may be identified from time to time

The Kwantlen Polytechnic University Foundation manages their own funds and is not bound by this Policy and Procedures.

## **STATEMENT OF POLICY PRINCIPLES**

1. Kwantlen will establish an investment strategy for its various funds that meets the needs of the University and its constituents.
2. The University will annually review the investment strategy with the Finance and Audit Committee of the Board and seek approval when changes are made to the investment strategy.
3. The University, on the advice of the Finance and Audit Committee, may hire professional financial advisors to advise the University and its Investment Committee on an investment strategy that best meets its investment goals.
4. An Investment Policy Statement and Strategies will be established by the University and approved by the Finance and Audit Committee of the Board with the overall aim of preserving capital, generating returns that are linked to recognized benchmarks and ensuring liquidity to meet the needs of the University and the purposes of each of its funds; minimization of risk and volatility will be an over-riding factor governing the University's investment strategy.

## **DEFINITIONS**

Refer to the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

## **RELATED POLICIES & LEGISLATION**

University Act, section 57

Board Governance Policy 3.5 Financial Condition and Activities

Board Governance Policy 3.6 Asset Protection

## **RELATED PROCEDURES**

Procedure E11

Investment Policy Statement and Strategies



	<b>Procedure History</b>
<b>Procedure No.</b> E11	Revised:
<b>Approving Jurisdiction Board</b>	Reviewed:
<b>Signed By</b>	Effective: 1990 08 22
<b>Administrative Responsibility</b> Vice-President, Finance and Administration	Approved: 1997 07 24

## **MANAGEMENT AND INVESTMENT OF UNIVERSITY FUNDS PROCEDURES**

Draft January 26, 2012

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### **DEFINITIONS**

Endowment Funds: Endowment funds refer to a transfer of money to an institution usually with the stipulation that it be invested, that the interest be used for a specific purpose and that the principal remain in perpetuity or for a defined period of time.

Investment Return Benchmarks: Investment Return Benchmarks refer to the performance of a predetermined set of investments against a comparator group. Such comparator groups may include published indices or may be customized to suit an investment strategy.

Non-Endowment Investment Funds: Non-endowment funds refer to a variety of funds that may be generated through operating surpluses or may be granted to the University from time to time and that may or may not be associated with a specific purpose; a fund intended for future building expansion would be an example of a non-endowment, specific purpose fund.

Short-term Operating Funds: Short term operating funds are normally generated from grants, tuition fees and other sources that are received in advance and are expected to be used within a short period of time, usually 12 months, for the operating expenses of the University.

# PROCEDURES

## PREAMBLE

Officers, employees, Board members and any others involved in Kwantlen's investment process shall refrain from engaging in personal business activities that could conflict with the proper execution of the investment strategy or which could impair the ability of these individuals to make impartial investment decisions. All such individuals shall disclose any material financial interest in financial institutions and/or investment dealers that conduct business with Kwantlen.

All investment activities must be conducted in accordance with "The Code of Ethics and Standard of Professional Conduct" adopted by the Association of Investment Management and Research. Potential conflicts of interest must be disclosed as outlined in a separate Policy and Procedures document, G1 "Conflict of Interest".

## SPECIFIC PROCEDURES

1. Consistent with its Terms of Reference, the Finance and Audit Committee of the Board has responsibility for overseeing the investment strategy of the University.
2. The Vice-President, Finance and Administration has operational responsibility for managing the University's investments.
3. The Vice-President, Finance and Administration and the Executive Director, Finance will be accountable to the Finance and Audit Committee for its activities and will report regularly to that body on its activities and the status of the investment funds.
4. The University will determine the investment strategy for each of the sets of funds within its mandate. These investment strategies will be reviewed and updated annually and more frequently if the investment climate requires it.
5. The investment strategies will vary with each fund but will, nevertheless, be guided by the general principles identified in the policy:
  - preservation of capital
  - minimization of risk and volatility
  - returns that are linked to recognized investment return benchmarks
  - assurance that liquidity goals are reached to meet the needs of the University and the fund's purposes
6. The investment strategy will identify the asset classes that will be eligible for investment in each of the fund portfolios as well as any constraints on those asset classes.
7. The University, with the approval of the Finance and Audit Committee of the Board, will determine the need and desirability of engaging professional investment advisors for each of its funds and, to the extent that this is determined to be desirable, will arrange for a tendering process to identify and

- engage such advisors. Normally investment advisors will be engaged for a period of 3-5 years, with a possibility for renewal. The tendering process will be handled through the University's normal purchasing practices.
8. The University will report periodically, and at least annually, to the Finance and Audit Committee of the Board.

## **RELATED POLICY**

Policy Management and Investment of Operating Funds E11  
Investment Policy Statement & Strategies

**Issue:** **Principles of Academic Freedom and Responsibility Policy**

**For Information:** In the fall of 2010, the Board of Governors reviewed and concluded that its statement, *Principles of Academic Freedom*, lacked the robustness needed by a university. Subsequently, the University Senate endorsed the creation of a Task Force on Academic Freedom, chaired by Mazen Guirguis, to review and examine existing policies, principles and practices on institutional academic freedom across various comparable institutions. The attached proposed 'Principles of Academic Freedom and Responsibility' was drafted and is recommended as a replacement to the current *Principles of Academic Freedom*.

The Board Governance Committee reviewed the draft policy in May 2011 and the Board requested Senate's advice. Senate endorsed the draft as their advice to the Board and the Board approved it for University comment. Since then comments have been received and reviewed with no changes made. A second posting of the draft at the Notice of Motion stage occurred with no further comments received. The draft policy now returns to the Board table for final approval, after which it will be posted to the Kwantlen policy website.

Attachments:

1. Proposed Policy Revision

**For Approval:** **THAT the Board of Governors give final approval to the revised *Principles of Academic Freedom and Responsibility Policy*.**



		<b>Policy History</b>
<b>Policy No.</b> BD021		Revised: March 28, 2012
<b>Approving Jurisdiction</b> Board of Governors with Senate advice		Reviewed:
<b>Signed By Gord Schoberg</b>		Originally March 16, Effective: 2005
<b>Administrative Responsibility</b> Provost & Vice President Academic		Approved: March 28, 2012

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## **Principles of Academic Freedom and Responsibility**

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### **PREAMBLE**

The rights of members of the University community are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital role in its existence. To that end, the University places particular emphasis upon certain values which are essential to its nature as an academic institution. Among these are freedom of speech and academic freedom.

The central functions of an academic community are learning, teaching, research and scholarship. By accepting membership in a University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. The rights and responsibilities exercised within this group must be compatible with these qualities.

### **STATEMENT OF ACADEMIC FREEDOM**

1. Kwantlen Polytechnic University is committed to the belief that the exchange of knowledge and ideas in an environment of intellectual freedom is an indispensable foundation of quality education and scholarship.
2. Academic freedom is one means to ensure that an environment of intellectual freedom is sustained, and extends to the entire University community: students, staff, faculty (including visiting faculty), and University officers and administrators;
3. Academic freedom includes the right of all members of the University community to inquire, discuss and express themselves, study, conduct research, teach, publish, create and exhibit their work, associate and peaceably assemble without deference to prescribed doctrine on ideas, principles, concepts, or issues related to pedagogy and research; and without hindrance by the University, any of its representatives, or coercion by external agents.

4. The rights described in (3) presuppose, but are not limited to, the freedom to:
  - carry out research and scholarship with public monies, trust, and support, and to disseminate the results without censorship, institutional or otherwise;
  - discuss ideas both in research and in the classroom that challenge theories, laws, propositions, methodologies, conventional thought, and ideologies, including the right to criticize the University, the University stakeholders, the government, and society at large;
  - pursue teaching methods and utilize resources that may be considered unconventional;
  - organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in orderly fashion, advocate, and publicize opinions by print, sign or voice.
5. The censorship of information is inimical to the free pursuit of knowledge. Therefore, no censorship based on moral, religious or political values shall be permitted against any communication or informational material, including collections in the University libraries.
6. Decisions concerning
  - the search for, and appointment and promotion of, faculty;
  - the assignment of teaching and other primarily academic responsibilities;
  - the support and sponsorship of scholarly research; and
  - any other granting or withholding of benefits or imposition of burdens shall be made without regard to
  - any prohibitive grounds identified under the Human Rights legislation;
  - a person's political, social, or other views not directly related to academic values or to the assumption of academic responsibilities;
  - the conduct of a person holding an appointment at the University, unless such conduct is directly related to academic values or to the assumption of academic responsibilities.
7. Academic freedom does not require neutrality on the part of the individual, but, on the contrary, makes possible the adherence to a position or course of action. Neither does it confer legal immunity nor diminish the obligation of individuals to meet their duties and responsibilities.

## **STATEMENT OF ACADEMIC RESPONSIBILITY**

1. In exercising academic freedom, there is a responsibility to remain within the bounds of all applicable institutional policies, municipal, provincial and federal laws, and to respect the rights and freedoms of all others within the University and society at large. Hence, academic freedom does not entitle anyone

to promote hatred or contempt for any social, national, or ethnic group, to display incompetence in teaching or scholarship, or to violate the rights of others.

2. It is the responsibility of all members of the University community to maintain an atmosphere in which violations of rights and obligations are unlikely to occur, and to develop processes by which these rights and obligations are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University, to give full and fair hearing to reasoned expressions of grievances, and to respond promptly and in good faith to such expressions.
3. Kwantlen's commitment to academic freedom does not obviate the responsibilities of members of the University community, including, but not limited to, the responsibility to
  - seek and state the truth as apprehended;
  - foster and defend intellectual honesty, freedom of inquiry and instruction;
  - respect those with differing views;
  - work collectively to foster the education of learners; and
  - acknowledge when personal views and opinions may differ from those of the institution.
4. Kwantlen reserves the right to establish orderly procedures consistent with imperatives of academic freedom for the purpose of assuring and maintaining the responsibilities of those whose decisions affect the life of the University.
5. In addition to any recourse that a member of the University community may have under the collective agreements between Kwantlen and its unions, any member of the University community who believes that his or her academic freedom is not being respected has a right to appeal for redress to the Board of Governors, through its Chair or designate.



**KWANTLEN  
POLYTECHNIC  
UNIVERSITY**

**BOARD:**

**MEETING DATE:**

**SCHEDULE NO:**

**PRESENTED BY:**

**Regular**

**28 March 2012**

**8 b i**

**Amrik Virk**

***B O A R D I T E M / Assurance of Successful President Performance***

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***Issue: Policy 3.0, Global Executive Constraint***

***For Information:*** The Board Human Resources Committee discussed Policy 3.0 at its March 1, 2012 meeting and recommended that the President is in compliance with it.

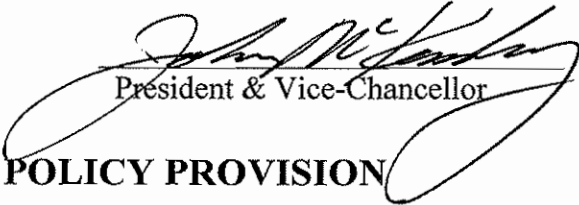
***For Approval*** ***THAT the President is in compliance with Policy 3.0, Global Executive Constraint.***

Internal Monitoring Report

**Policy 3.0, *Global Executive Limitations***

*February 2012*

This is my monitoring report on your Executive Limitations Policy 3.0, *Global Executive Limitations* according to the schedule set out. I certify that the information contained in this report is true and that I am in compliance with the Policy.



President & Vice-Chancellor

02/24/12  
Date

**POLICY PROVISION**

The President shall not cause or allow any practice, activity, decision, or organizational circumstance which is either unlawful, imprudent or in violation of commonly accepted business practices and professional ethics of public bodies and of the post-secondary educational environment.

***PRESIDENT INTERPRETATION & RATIONALE***

There are several ways in which this policy might be interpreted:

1. Day-to-day complaints, usually directed to a specific office within the institution (e.g. Registrar's Office, Deans' Offices, Student Services, etc.)
2. Contravention of specific professional or legislated standards (Criminal Code, B.C. Human Rights Code, Provisions of the Better Business Bureau, etc.)
3. Contravention of established University policy as specified by the Board, the Senate or the Administration, as appropriate.

While #2 and #3 are clearly documented within the institution, #1 is not, as very often complaints and concerns are handled in an informal fashion and never become part of the formal institutional record.. The same can also be said of #3 when issues are handled to the mutual satisfaction of all parties without recourse to formally established process that would be documented.

While there are advantages of a central repository, and this has been considered, it will only constitute an accurate record if individuals themselves are willing to "go on the record." There are also strong arguments against a formal registry of complaints because it intrudes into the day-to-day management/employee relationship and might deter employees and students from making complaints or expressing concerns because they become part of an official record. In an attempt to address this latter issue, a review and a subsequent re-organization of University departments occurred in April 2010.

The Office of Student Risk and Judicial Affairs (SRJA) now deals exclusively with complaints involving students. The Office is responsible for handling student misconduct issues submitted under policy C.21 (Student Conduct) and for assisting Vice-Presidents and others within the University in dealing with complaints submitted under policy C.6 (Complaints about Instruction, Services, Employees or University Policy).

Human Resource Services is responsible for responding to complaints filed under Policy G.2 (Human Rights), and similar to the SRJA, will assist Vice Presidents and others within the University in dealing with complaints submitted under Policy C.6 (Complaints about Instruction, Services, Employees or University Policy). Typically, these complaints involve an allegation of wrong doing which has been filed against a University employee.

The responsibility for risk management has been transferred to the AVP – HR Services, which is developing a new university risk model. Risk management will now be working with Emergency Management and Health and Safety in a team that addresses the identification of organizational wide risk.

## *DATA*

The data provided in this report covers the period January 1 - November 30, 2011.

1. As we don't have a central repository for complaints we do not have any way of knowing how many complaints are submitted under C.6 as Policy C.6 has individuals submit complaints to the administrator responsible.
2. There have been 65 student misconduct cases dealt with under policy C.21 that required an internal investigation by the office of SRJA. There has been no legal action against the University over the last year.
3. Lawsuit/criminal charges: A former administrative employee has launched a small claims action against the University to collect monies related to moving expenses back to his former location. The University disputes this claim.
4. BC Human Rights: Human Resources Services assisted with the management of no human rights complaints in the past year.
5. BC Ombudsman: There was one complaint against the University over the last year. A former student claims that a grade appeal and sexual harassment complaint were not dealt within the appropriate time limits. The University disputes this claim.
6. Complaints to Professional Bodies: There have been no complaints against the University over the last year.

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**POLICY**

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**Policy Governance Executive Limitations Evaluation Form**

*A tool to be used by individual board members  
as they evaluate the internal monitoring reports designated in Board-CEO Linkage.*

*Presidential compliance on each of the following items will be determined at the Board meeting. In the months where no Board meeting occurs, evaluations will be faxed to the Executive Administrator for compilation and discussion at the following Board meeting.*

**Discussed at the March 1, 2012 Board HR Committee meeting.**

**Policy being monitored:**

**Policy 3.0, Global Executive Constraint**

The President shall not cause or allow any practice, activity, decision, or organizational circumstance which is either unlawful, imprudent or in violation of commonly accepted business practices and professional ethics of public bodies and of the post-secondary educational environment.

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- |                                                                         |         |    |
|-------------------------------------------------------------------------|---------|----|
| 1. Was this report submitted when due? (March)                          | All Yes | No |
| 2. Did the report lay out the President's interpretation of the policy? | All Yes | No |
| 3. Is the interpretation justified and reasonable?                      | All Yes | No |

Comments: \_\_\_\_\_

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- |                                                              |         |    |
|--------------------------------------------------------------|---------|----|
| 4. Did the interpretation address all aspects of the policy? | All Yes | No |
|--------------------------------------------------------------|---------|----|

Comments: \_\_\_\_\_

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5. Has the president provided a rationale for the data presented? All Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

5a. Does it include an appropriate metric? All Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

6. Was it a reasonable rationale? All Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

7. Does the data show compliance with the President's interpretation of our policy? All Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

8. Does the policy need to change? If so, how?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** If a Board Member is unable to attend a meeting, please forward your comments to the Chair via the Board's Executive Administrator.

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**KWANTLEN  
POLYTECHNIC  
UNIVERSITY**

**BOARD:** *Regular*  
**MEETING DATE:** *28 March 2012*  
**SCHEDULE NO:** *8 b ii*  
**PRESENTED BY:** *Kim Richter*

***BOARD ITEM / Assurance of Successful President Performance***

---

*Issue:* **Policy 3.1, Treatment of Students**

*For Information:* The Board Student and Academic Experience Committee discussed Policy 3.1 at its February 29, 2012 meeting and recommended that the President is in compliance with it.

*For Approval* **THAT the President is in compliance with Policy 3.1, Treatment of Students.**

Internal Monitoring Report

**Policy 3.1 Treatment of Students**

January 2012

This is my monitoring report on Executive Limitations Policy 3.1, *Treatment of Students and Customers*, according to the schedule set out. I certify that the information contained in this report is true and that I am in compliance with the Policy.

Original signed by John McKendry

February 24, 2012

\_\_\_\_\_  
President & Vice-Chancellor

\_\_\_\_\_  
Date

**BROAD POLICY PROVISION**

With respect to interactions with students or those applying to be students, the President shall not cause or allow conditions, procedures, or decisions that are unsafe, undignified, disrespectful, discriminatory or unnecessarily intrusive.

***PRESIDENT INTERPRETATION***

The President must ensure compliance with federal, provincial and municipal law with respect to personal safety, dignity, respect and human rights.

***RATIONALE***

The University has a responsibility to ensure a positive learning environment for its students in which they feel supported, encouraged, and respected; accordingly, the President has a responsibility, through the various councils of the institution, to ensure that the University develops and implements policy consistent with this ambition.

***DATA***

❖ The following policies are intended to protect both students, and potential students:

- *Policy C.1 Assessment of Student Eligibility*
- *Policy C.18 Admission to the University*
- *Policy G.2 Human Rights*
- *Policy G.13 Workplace Hazardous Material Information System (WHMIS)*

- *Policy G.22 Safety and Health Program*
  - *Policy G.23 Violence in the Workplace*
  - *Policy G.27 Research Involving Human Participants*
  - *Policy B.18 Integrity in Research and Scholarship*
- ❖ The University is in compliance with the requirements of Worksafe BC.
  - ❖ The University has complaint and appeals procedures available to both students (see attached)
  - ❖ The University maintains an Office of Risk Management, which monitors compliance with legal requirements and institutional policy, and that assists with questions of compliance. (see attached)
  - ❖ “Emergency Planning” policy request was approved and the draft policy is in the review process pending final approval.
  - ❖ The university has hired a permanent, full-time Manager Emergency Planning and has established an Office of Emergency Planning to administer its READYCAMPUS program.

## **SPECIFIC POLICY PROVISIONS**

*Further, the President shall not*

1. *Use application forms that elicit information for which there is no clear necessity.*

### ***PRESIDENT INTERPRETATION***

The President will ensure that application forms request only information necessary to ensure an efficient and effective application process. They will contain an explanation of the ways the information will be used and must be in compliance with Freedom of Information legislation relative to the collection and use of personal information.

### ***RATIONALE***

The University is only entitled to information that allows it to fulfill its educational mandate effectively. Students must be assured that any information they make available will be protected, and will only be used in ways of which they have full knowledge.

### ***DATA***

- ❖ All application forms are reviewed by legal counsel, as are any changes; there have been no documented complaints concerning these forms over the last year
  - ❖ The University is subject to Freedom of Information legislation. All requests for information concerning students and customers must be reviewed by the University’s Freedom of Information Officer. If necessary, the University consults legal counsel to ensure that it is compliant with Freedom of Information legislation and that the rights of students are protected.
2. *Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the material elicited.*

### ***PRESIDENT INTERPRETATION***

The President must ensure that all persons having access to client information comply with confidentiality policies and Freedom of Information legislation.

### ***RATIONALE***

The University has a responsibility to protect the privacy of students by using information it solicits only in the way it specifies and by putting in place procedures, especially pertaining to the processing of this information, that protect this privacy.

### ***DATA***

- ❖ *Policy D.1, Use of University Technology*
- ❖ *Policy C.4, Confidentiality of Student Records / Files*
- ❖ *Freedom of Information, Privacy and Protection guidelines*

3. *Fail to provide ease of use, appropriate accessibility and privacy in services & facilities.*

### ***PRESIDENT INTERPRETATION***

All facilities are built to meet or exceed all applicable federal, provincial and local codes and legislation to ensure ease of use, appropriate accessibility and student privacy in services and facilities. All staff handling information concerning students have a responsibility to protect its confidentiality. The University has a responsibility to provide facilities that ensure confidential exchange and individual privacy.

### ***DATA***

Compliance with WorkSafe BC regulations and construction standards; there have been no concerns expressed from WorkSafe BC during the last year.

All construction projects are overseen by a code consultant and the University ensures it has all applicable permits. There is also third party inspection to ensure compliance.

All staff interacting with students have a responsibility to protect their confidentiality, as appropriate. There is both formal and informal training for staff depending on the area of institution.

4. *Fail to establish with students a clear understanding of what may be expected and what may not be expected from the service offered.*

### ***PRESIDENT INTERPRETATION***

All forms, contracts and official calendar clearly state what students may expect from Kwantlen. This is especially important for students, who must have a clear understanding of academic and learning expectations.

### ***RATIONALE***

The success of students demands that all institutional expectations be clearly communicated.

### ***DATA***

- ❖ The University has established Marketing and Communication Standards and Procedures established by the Marketing group and approved by the President's Group.
- ❖ All new materials are evaluated in the context of these standards.
- ❖ All forms, contracts and the University's official calendar clearly state what students may expect from the institution.

5. *Fail to inform students of this policy, or to provide a way for persons to be heard who believe they have not been accorded a reasonable interpretation of their protections under this policy.*

### ***PRESIDENT INTERPRETATION***

Students must have a complaint and appeal process.

### ***RATIONALE***

Natural justice demands that students have a mechanism for appeal pertaining to decisions impacting them.

### ***DATA***

- ❖ The University's Policy and Procedures Manual is available online
- ❖ The University's Policy and Procedures Manual is available in all institutional libraries
- ❖ Relevant policy information is included in printed materials
- ❖ While the policies previously approved by Education Council and that remain in place are functional and meet the needs of the University in the short-term, they fall short of best-practices for universities and at times conflict with other institutional policy and the University's current structural alignment. Accordingly, for the second year, Kwantlen has worked with an external consultant, who has conducted a comprehensive review and rewrite of institutional policies.
- ❖ The University's Human Rights policy has been reviewed to ensure compliance with the University Act.

## **Attachment**

### **Statistics for Office of Student Risk and Judicial Affairs**

The data provided in this report is based on incidents in which the office of Student Risk and Judicial Affairs (SRJA) had either been involved with or had been made aware of for the period of January 1 – December 31, 2010. There may have been other incidents that occurred during this time that were either not reported to the office of SRJA or that were dealt with informally by other departments. Current policy allows for complaints to be submitted to and dealt with by the appropriate body without recording to a central repository. Therefore, the information provided below is in no way intended to be considered complete from an organizational perspective.

#### **Student Judicial Affairs**

In 2010 SRJA recorded 61 student related incidents. Of those 61 incidents 36 involved allegations of student misconduct under policy C.21 that required an internal investigation by the office of SRJA. Of the remaining 25 incidents the office of SRJA was either been made aware of, provided advice for, or assisted with an informal resolution.

The 36 investigated cases involved 72 individuals (complainants and respondents) not including witnesses. Of the 36 investigated cases the average length of time responding to a case was 38 working days. However, this average is skewed by a variety of factors such as; cases that are currently still active, large cases involving many participants, complex cases requiring in-depth investigation and cases whereby individuals do not respond in a timely fashion. Therefore, a better indication of the length of time it takes to complete a case would be taking the statistical mode of 24 working days.

In 2010 misconduct issues that surfaced as most prevalent include; disruptive behaviour in class, harassment, intimidating/threatening behaviour, theft, physical assault, use of abusive language, stalking, drug use on campus and inappropriate language in the classroom.

#### **Risk/Threat Assessment**

Several issues regarding students with mental health concerns were brought to the attention of the SJA office in 2010. Five of the 36 incidents reported through a conduct allegation required a risk/threat assessment. These assessments were conducted by the risk/threat assessment team with the assistance of the RCMP and Surrey School District.

Of the five students involved in risk/threat assessments four were issued an initial temporary suspensions while the investigation proceeded. Of the five assessments, one student was given a further six month suspension with conditions for return, another was removed from their program of study and will not be considered for re-entry until January 2012, two students left the University, and one student remains suspended with conditions for return which to date have not been met.

### **Sanctions Applied**

The office of SRJA introduced educational sanctions in 2010 with the intent to provide individuals with educational, empowering and restorative opportunities in response to misconduct. Educational sanctions are designed to be self-reflective, educational, engaging (active) and restorative for all parties harmed by an incident of misconduct. Sanctions are considered and given according to the merits of each specific case and include items such as; reflection papers, apology letters, counseling assessments and recommendations, financial restitution, loss of privilege, media/art/technology project, policy identification project and restorative actions agreements. Sanctions are applied with the intent to assist the individual in being accountable for their actions. Sanctions assigned in 2010 include warning letters, official reprimand letters, hold on student's account, temporary suspensions, apology letters, reflection papers and withdrawal from program.

### **Appeals**

Of the 36 student misconduct cases four appeals were heard. None of the appeals were approved, however in one case the student was given an alternative to the original sanction imposed. In this case the student adhered to the alternative sanction albeit past the deadline required.

At the end of 2010, the recidivism rate was 0% for students who have been processed through a Student Judicial Affairs process and the Office of Student Judicial Affairs has seen a 95% success rate in student completing/adhering to their given sanctions.

## **Policy Governance Executive Limitations Evaluation Form**

*A tool to be used by individual board members  
as they evaluate the internal monitoring reports designated in Board-CEO Linkage.*

**Discussed at the Feb. 29, 2012 Student and Academic Experience Committee meeting.**

**Policy being monitored:**

### **Policy 3.1, Treatment of Students**

With respect to interactions with Students or those applying to be Students, the President shall not cause or allow conditions, procedures, or decisions that are unsafe, undignified, disrespectful, discriminatory or unnecessarily intrusive.

Further, the President shall not:

1. Use application forms that elicit information for which there is no clear necessity.
  2. Use methods of collecting, reviewing, transmitting, or storing Student and Customer information that fail to protect against improper access to that information.
  3. Fail to provide ease of use, appropriate accessibility and privacy in services & facilities.
  4. Fail to establish with Students a clear understanding of what may be expected and what may not be expected from the service offered.
  5. Fail to inform Students of this policy, or to provide a way for persons to be heard who believe they have not been accorded a reasonable interpretation of their protections under this policy.
-



1. Was this report submitted when due?  
(due in March) All Yes No

2. Did the report lay out the President's interpretation of the policy? All Yes No

3. Is the interpretation justified and reasonable? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. Did the interpretation address all aspects of the policy? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. Has the president provided a rationale for the data presented? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

5a. Does it include an appropriate metric? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. Was it a reasonable rationale? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

7. Does the data show compliance with the President's interpretation of our policy? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

8. Does the policy need to change? If so, how?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note:** If a Board Member is unable to attend a meeting, please forward your comments to the Chair via the Board's Executive Administrator.

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**KWANTLEN  
POLYTECHNIC  
UNIVERSITY**

**BOARD:** *Regular*  
**MEETING DATE:** *28 March 2012*  
**SCHEDULE NO:** *8 b iii*  
**PRESENTED BY:** *Amrik Virk*

***BOARD ITEM / Assurance of Successful President Performance***

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*Issue:* **Policy 3.2, Treatment of Employees**

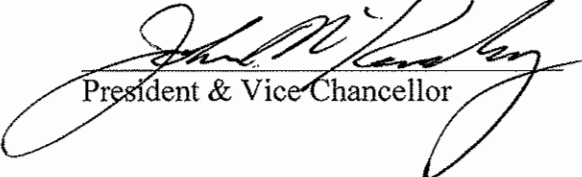
*For Information:* The Board Human Resources Committee discussed Policy 3.2 at its March 1, 2012 meeting and recommended that the President is in compliance with it.

*For Approval* **THAT the President is in compliance with Policy 3.2, Treatment of Employees.**



Internal Monitoring Report  
**Policy 3.2, *Treatment of Employees***  
January 2012

This is my monitoring report on your Executive Limitations Policy 3.2, *Treatment of Employees*, according to the schedule set out. I certify that the information contained in this report is true and that I am in compliance with the Policy.

  
President & Vice Chancellor

02/24/12  
Date

**BROAD POLICY PROVISION**

*With respect to the treatment of employees and volunteers, the President may not cause or allow conditions that are unfair, disrespectful, undignified, disorganized, improperly discriminatory, or unclear.*

**CEO INTERPRETATION**

The President must ensure that appropriate policies, practices, and resources are in place to ensure that conditions exist for all employees and volunteers that are fair, respectful, dignified, organized, non-discriminatory and clear.

**DATA**

- The Collective agreements and the Excluded Terms and Conditions contain processes to address any such claims as does Policy G2- Human Rights.
- There were professional development sessions held within the past year for those in management/leadership positions to support the understanding and application of these processes to ensure that conditions exist for employees, students and volunteers that are fair, respectful, non-discriminatory and clear.

## SPECIFIC POLICY PROVISIONS

*Further, pertaining to employees, the President shall not:*

1. *Operate without written personnel rules which: (a) clarify rules for employees, (b) provide for internally complete and effective handling of grievances, and (c) protect against wrongful conditions.*

### **CEO INTERPRETATION**

The President must ensure that regulations exist that protect the interests of employees as they pertain to conditions of work.

### **DATA**

There is an extensive array of policies and procedures that provide guidance and direction to employees regarding matters which may relate to their employment with the University and the performance of their responsibilities. All policies are listed on the University web site for ease of access. Additionally, there is a senior leadership position responsible for these policies.

There are a number of policies that also protect against wrongful conditions for employees.

- Human Resource Policies include **Conflict of Interest, Human Rights, Bias or Conflict of Interest Concerns in the Selection of Faculty, Recruitment, Safety and Health** including a statement regarding the responsibility to report unsafe conditions and/or acts, **Job Accommodation for Employees, Confidentiality, Violence in the Workplace, and Workplace Hazardous Material Information Systems (WHMIS)**.
- Additional policies include **Complaints about Instruction, Services, Employees or University Policies, Smoking, Freedom of Information and Protection of Privacy (FOIPPA), Emergency Response to Inappropriate, Disruptive or Threatening Behavior and Confidentiality of Student Records or Files**.
- Relevant policies have articulated procedures to support the complete and effective handling of the complaint/matter.
- Security rules are in place for accessing and providing information from our Human Resources/Payroll computer platform and personnel related files. Information and Technology Usage also provides direction and protection for employees.
- Both the Faculty Collective Agreement & BCGEU Collective Agreements have articulated procedures, including timeframes and responsibilities, to support the complete and effective management of grievances.

- There are Labour /Management Committees for both the Faculty and the BCGEU groups.
  - The Human Rights/Harassment language found in the collective agreements and within policy include procedures for addressing complaints, stressing the confidential nature of the matter.
  - The WorkSafe BC regulations stipulate the requirements of the Employer to ensure an effective occupational health and safety program. Kwantlen has all of the required components of a health and safety program in place.
  - Documented responsibility for management of grievances is articulated within management role descriptions as well as within the role descriptions of those within the Employee Relations department of Human Resource Services and the Vice President, Human Resource Services.
  - As part of our ongoing policy review, a number of policies are currently under review to ensure they are up-to-date and accurate.
2. *Kwantlen must not take action against any employee who has expressed disagreement or dissent with positions taken by KPU, its Board or its Administration; particularly, Kwantlen must not retaliate against an employee for reporting to management (using established processes) acts or omissions by Kwantlen personnel, Administration, or the Board of Governors that the employee believes, in good faith and based on credible information, constitutes a violation of law or a governing policy of the Board.*

### **CEO INTERPRETATION**

Kwantlen must ensure freedom of expression as a defining principle. Such freedom is fundamental to the nature and operation of a university. More specifically, Kwantlen must not take action against any employee who has expressed disagreement or dissent with positions taken by Kwantlen Polytechnic University, its Board or its Administrators.

### **DATA**

The following is relevant to the above:

- Policy C.6, “Complaints about Instruction, Services, Employees or University Policies,” states “The filing of a complaint is the right of every student and employee of the University and may be exercised without fear of reprisal”.
- Policy G23, “Violence in the Workplace” states, “No individual shall be penalized in any way for making a complaint or giving evidence in an investigation regarding violence unless the charge proves to be malicious and without foundation”.
- Policy G2, “Human Rights Policy/Procedures,” states “The filing of a formal complaint of discrimination is the right of every student and employee of the University and may be exercised without fear of reprisal.”

- WorkSafe BC regulations provide for reporting unsafe accidents without workplace repercussions.
  - No complaints have been received by employees claiming retaliation for whistle blowing.
3. *Operate without promoting diversity in the workplace.*

### ***CEO INTERPRETATION***

The President must ensure that people of all origins, backgrounds, and abilities are treated with respect, and have equal opportunity to obtain employment and advancement within the University. The President must ensure an environment in which all employees feel secure and respected in doing their jobs.

### ***DATA***

Policies and practices in this regard include:

- Human Rights policy (G2).
  - Cultural Diversity and Inclusiveness policy (C35).
  - Job Accommodation for Employees policy G26).
  - Procedures for recruitment contain reference to prohibited grounds for discrimination as per the Human Rights Code.
  - TALK – Third Age Learning at Kwantlen.
  - Participation of faculty/staff from representative cultural groups to support such areas as First Nations programming and initiatives.
4. *Fail to acquaint employees with the President's interpretation of their protections under this policy.*

### ***CEO INTERPRETATION***

The President must recognize the importance of fairness, respect and dignity, and, to that end, he must ensure that all employees understand their rights and protections under this policy.

## *DATA*

Policies and practices include:

- Board Policies are posted on the Kwantlen website.
- Offer letters address University policies and advise new employees where the policies are located, on line.
- Information packages provided to new employees at the Employee Information Event include the following policies: Human Rights, Violence in the Workplace, Confidentiality, Occupational Health and Safety, Complaints and Security. As well, there is an orientation on where to find all policies on the Kwantlen website.
- Information sessions held on relevant matters for both management and employees. These sessions, i.e. Earthquake Awareness and preparedness, provide enhanced consultation and information sharing.
- Attendance at the annual Employee Information Event by such groups as Human Resource Services, Facilities, Occupational Health and Safety, provide a vehicle to share, with new and existing employees, information regarding various programs, policies and procedures.
- Human Resources Services has a “New Employee” website.
- Information sessions held with Occupational Health and Safety Committees.



## **Policy Governance Executive Limitations Evaluation Form**

***Discussed at the March 1, 2012 Board Human Resources Committee In camera meeting.***

Evaluated by: **Policy being monitored:**

### **Policy 3.2, *Treatment of Employees***

With respect to the treatment of employees and volunteers, the President may not cause or allow conditions that are unfair, disrespectful, undignified, disorganized, improperly discriminatory, or unclear.

Further, pertaining to employees, the President shall not:

1. Operate without written personnel rules which: (a) clarify rules for employees, (b) provide for internally complete and effective handling of grievances, and (c) protect against wrongful conditions.
2. Retaliate against an employee for reporting to management or to the Board of Governors (using established processes) acts or omissions by Kwantlen personnel, management or the Board of Governors that the employee believes, in good faith and based on credible information, constitutes a violation of law or a governing policy of the Board.
3. Operate without promoting diversity in the workplace.
4. Fail to acquaint employees with the President's interpretation of their protections under this policy.
5. Fail to extend to administrative employees who voluntarily leave the university an invitation to participate in an exit interview.



1. Was this report submitted when due? (due in March) All Yes No

2. Did the report lay out the President's interpretation of the policy? All Yes No

3. Is the interpretation justified and reasonable? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

4. Did the interpretation address all aspects of the policy? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

5. Has the president provided a rationale for the data presented? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

5a. Does it include an appropriate metric? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. Was it a reasonable rationale? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

7. Does the data show compliance with the President's interpretation of our policy? All Yes No

Comments: \_\_\_\_\_  
\_\_\_\_\_

8. Does the policy need to change? If so, how?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note:** If a Board Member is unable to attend a meeting, please forward your comments to the Chair via the Board's Executive Administrator.



***BOARD ITEM / Assurance of Successful President Performance***

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***Issue:*** **Upcoming Monitoring Reports**

***For Information:*** The President will submit the following monitoring report between April and July 2012:

- 3.3, Compensation and Benefits*
- 3.4, Financial Planning/Budgeting*
- 3.5, Financial Condition & Activities*
- 3.6, Asset Protection*

Following Board process, the monitoring report will go to committee first and then to the Board for final approval.

## ***BOARD ITEM***

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**Issue:                      President's Report to the Board of Governors**

March 2012

### **Budget and Finance**

This report coincides with one of the benchmark events on our annual calendar, the presentation of the proposed budget for fiscal year 2012-2013 to the Board for final consideration and approval. The development of the budget followed substantial consideration of the economic outlook of the Province and the evolving projections of public finance from the early beginning last May and June. The approach has been decidedly one of fiscal conservatism and, while difficult in the face of opportunities and a heavy University agenda, I believe it was a prudent decision that has been vindicated in more recent months with the announcement of the Provincial budget and continuing forecasts by economists and business analysts relative to the state of the National and Global economies. The last four months in particular have consumed an enormous amount of time as the result of heightened consultations with the Ministry, the Post Secondary Employers Association, and the Presidents and Vice Presidents who represent our sectors interests at the table of BCAIU.

Internally, consultations and budget adjustments extended from operational levels throughout the University to Senate and to the University Executive. Among the many observations that can be made, I believe it is fair to say that the process became more refined this year as part of an evolving process that will mature through time with greater understanding, participation, and critical insight. While a good deal of credit is owed throughout, special recognition is due to Marc Kampschuur, our new Chair of the Senate Standing Committee on University Budget and his colleagues who serve on that Committee. The summary report tabled and quite thoroughly debated at the February meeting of Senate has been duly noted by the University Administration and the Finance Committee of the Board as an excellent document that not only addresses budget decisions for next year but also includes recommendations that point the way to an improved process going into the next fiscal period. This is important insofar as the next fiscal period promises to be more challenging than that beginning April 1<sup>st</sup>, 2012. It is noteworthy that the Senate Standing Committee on Academic Planning and Priorities, Chaired by Wade Deisman, joined Marc's Committee in budget deliberations.

Overall, it is important to consider that the University is entering a period of time when the level of Government support for postsecondary education is going to change in ways experienced by universities in jurisdictions internationally for a number of years, in fact, prior to 2000. In this regard, I reflect back to some of the points I made in my Convocation Address in October 2011 because history and the emerging factors appeared to be symptomatic of the observable realities elsewhere. Further, individuals and organizations having the capacity to develop strategic insights were identifying challenges that will confront universities. In fact, this is one of the leading reasons that it was decided this year to add a dynamic component to the University's strategic planning effort. That component is scenario planning or strategic foresight that looks beyond the moment and its seemingly endless array of challenges and problems. In summary, it is fair to say that the road immediately ahead is going to require teamwork, insight, and the resolve to take on some difficult choices. The good news is that the fiscal approach adopted this year has protected the University's financial stability going forward.

### **AVED**

During the latter day discussions of budgets and savings plans called for by the Ministry, Deputy Minister Cheryl Wenezenki-Yolland proposed to the Presidents the establishment of a Leadership Council consisting of the college, teaching university, and research university Presidents with a representative group to support the work of the Council. The Deputy Minister will chair the Council. The Council is somewhat reminiscent of a similar initiative in Health. The expressed purpose of the Council, beginning with its first meeting on April 3<sup>rd</sup>, is to deal with the present state of affairs in the postsecondary system and also to be forward looking in terms of the direction(s) of the system. The latter is of particular interest to the Presidents.

### **New Appointments**

In recent months I have remarked to colleagues the number of appointments being made to senior and executive positions throughout the University since 2009. These appointments have introduced a very full measure of diversity in terms of areas of specialization, institutional experience, and geographic exposure. In March, the University made three appointments and set about preparing the way for three newcomers who will assume significant positions.

- Elizabeth Worobec will join Kwantlen as Dean of the Faculty of Science and the School of Horticulture
- Ken Reiser will join Kwantlen as Dean of the Faculty of Trades and Technology
- Todd Mundle will join Kwantlen as University Librarian

Elizabeth, Ken, and Todd are welcome additions and come well prepared to meet the opportunities in their respective areas of endeavor and contribute to the overall operations of the University.

### **We Have a Winner in the Smarten Up Campaign!**

On March 16<sup>th</sup> in the plaza of the Surrey Campus, a Kwantlen student, Bhavya Sharma, placed the matching key in the ignition of the Smart Fortwo Coupe and, just as he hoped, started the engine while speaking with his Mom on his mobile – for good luck. Apparently he purchased one of the last tickets sold on the day 10 key holders found out if theirs would start the car. Bhavya is a student and a public transit user so he's trading his bus pass for the keys to a very economical car. Needless to say, he's a very surprised and happy student. The University thanks the many ticket purchasers, the organizers, and the sponsors who made the campaign a success.

### **Richmond Library Ribbon Cutting – Knowledge Infrastructure Project (KIP) Funded Renovations**

On March 16<sup>th</sup>, I had the opportunity to welcome our Richmond MLA's, MP Alice Wong – Minister of State for Seniors, our Board Chair, Mr. Gord Schoberg, and members of the University community to a ribbon cutting celebrating the \$1.7 million renovation of the Library. The funds were part of the KIP Federal-Provincial grant that supported several such projects in the University totaling some \$7 million. This is one of a number of important capital projects scheduled for the Richmond Campus, all of which are of a very timely nature. I want to express a special thank you to Cathy MacDonald for co-hosting the event with Dean George Verghese who ably kept everyone on task as our MC.

The Board will hear a presentation from the outgoing University Librarian regarding the past, present, and future of university libraries and how their role has evolved in the past two or three decades. As I indicated in my remarks at the ribbon cutting event in Richmond, I recall that about 1989 universities began talking of digital library capabilities and the evolving nature of C&IT applications in the university context has transformed libraries to what I refer to as the learning hub of the university campus with outreach capacity that would not have been imagined a few years ago. I will be submitting Cathy MacDonald's paper on the evolving role of university libraries to the Senate with the recommendation that Senate enter into a dialogue to address the implications for Kwantlen as the University considers the strategies required for it to fully assume its new mandate.

### **University Conferences**

There are always more important events occurring across our four campuses than one can attend. I have had the pleasure of being invited to bring opening remarks to two conferences that attracted significant numbers and represent important opportunities and levels of significant recognition that also are important. The first was the Student

Leadership Conference with an excellent turnout of aspiring student leaders and equally impressive speakers. It is always gratifying to witness eager young adults look to their personal capacity to assume leadership roles and eagerly, if not boldly, take on the challenges of the future as it accelerates towards us with an ever faster pace. Thanks you to all of our organizers for a terrific event.

The second conference was hosted by Charles Quist-Adade to celebrate Black History month. Having literally grown up around a university that has been deeply involved in Ghana since the 1950's and having shared a graduate office with two grad students from Ghana at the same university, I find these events of special significance. And once again I thank Charles and the organizers for giving me the opportunity to join them once again.

### **Langley Campus – Breakfast with Mayor Fassbender**

On March 5<sup>th</sup>, I had the pleasure of participating in a breakfast meeting dedicated to Community and Health Studies on the Langley Campus. Our Advancement Office arranged the event hosted by the City of Langley Mayor. The Vice Chair of the Board, Amrik Virk, joined us for the event along with key business leaders in the community and Dean Tru Freeman. The event served to recognize the transfer of our Faculty of Community and Health Studies to the Langley Campus effective September 2012 and also to launch a community campaign to support financially the introduction of health programs in this area of the University region. The community recognizes that the University has made a major effort to revitalize the Langley Campus and re-define it as a destination campus for residents of the Langleys, east and south Surrey, and Maple Ridge given the accessibility afforded by the opening of the Golden Ears Bridge. The University is indebted to the Mayor and community leaders who attended this event. Sincere thanks are extended also to the Advancement Office, Mayor Fassbender, and the organizers.

### **Faculty of Arts Update**

In accordance with the time frame set out by the Board of Governors, the Senate addressed the logistical details of introducing the new Faculty (yet to be officially named) on April 1<sup>st</sup> and coinciding with the beginning of fiscal year 2012-13. The membership of Senate will change from two Deans and four elected members derived from the Faculties of Social Sciences and Humanities to one Dean and two elected members from the new Faculty. Nominations and the election of new Senate members will occur in April following the dissolution of the former Faculties. A Dean pro tem of the new Faculty will take office effective April 1<sup>st</sup> and serve until a Dean is appointed to the headship of the Faculty. The search for a new Dean of Arts is underway, Chaired by the Provost with the assistance of Odgers-Berndston. The consolidation of budgets, administrative structures, and Faculty Councils and Faculty Council by-laws is underway with assistance, and where needed, guidance, from the Executive team charged with the overall transition.

### **Meeting of School District Superintendents**

February witnessed a meeting of the School District Superintendents of Richmond, Delta, Surrey, Langley, and Maple Ridge hosted by the Administration of Kwantlen. This followed meetings that I held with the Superintendents of Delta and Surrey accompanied by our Provost. I also was in communication with the new Chair of the Trustees in Langley. The purpose of this meeting was to address areas of mutual concern and also to establish new and focused working relationships and develop a mutually agreeable work plan. The leading items tabled for discussion included: 1) school to university transition pathways, 2) collaborative recruitment of international students to the public schools with retention strategies to retain recruited students in our region and specifically to have them transfer to Kwantlen, and 3) the development of an indigenous education plan that can be supported by all the districts and Kwantlen. While all of these areas are important, I have taken a special interest to ensure that the latter occurs since asking in 2011 for the development of the first comprehensive indigenous education plan within Kwantlen.

### **Community and Provincial Meetings**

Beyond the meeting with Superintendents, a number of meetings, including attendance at events, have occurred with the leadership of key organizations that are of particular significance to the operations and development of Kwantlen. The following exemplifies these meetings.

- Mayor and City of Surrey Administration
- Mayor of the City of Richmond
- Mayor of the Township of Langley
- Regional MLA's and Ministers
- President, Simon Fraser University
- Presidents, BCAIU
- Presidents, AUCC
- National Aboriginal Achievement Awards (guest of Sodexo executives)

## ***BOARD ITEM***

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**Issue:                      Branding Report**

### Definition of Branding

Branding is the total of an individual's experience with a product, service or organization. It is the combination of ideas, propositions, personality, vision and values of a product, service or company. Most people agree that branding includes the name, logo, symbols, designs, colours, imagery, phrases and advertising. But branding also includes customer service, employee training, packaging, quality of products, website presence and even the cleanliness of a business location. The combination of all these traits identify the brand of a company and differentiates them from another company.

Branding is about the entire experience one has with a product, service or organization. It is basically everything the general public sees, hears or comes into contact with a brand. To be successful and meaningful and to build awareness, branding must be delivered at every touch point, every distribution channel and be a part of every business process every day.

When a consumer hears or sees a brand name, it conjures up a set of emotions, perceptions and impressions that influence how they think and act on a purchase.

What we put into a consumer's mind regarding our products and services affects their definition of the brand.

### Why is Branding Important?

Branding is important if you want your clients to see that you are the only one that can provide the goods or services that they need. To succeed in business, clients must choose your product and your company over others and good branding will help you spread that message.

### Good branding is

- a vehicle to deliver a company message
- a way to confirm the company or product credibility
- a way to connect to the target market
- a vehicle to increase user loyalty

Branding is the source of a company's promise to the customer and is a very important foundational piece in the complete marketing strategy.



## Branding in Post-Secondary Institutions

Any brand in the Post-Secondary Industry in Canada must convey the message that sets it apart from the other Institutions.

Most Post-Secondary Institutions in Canada offer very similar products and services so there is a great need to rely on everything else that can affect the student experience

- the institution personality, instructor personalities, staff (customer service), advertising, designs, customer service, student activities, employee knowledge, classroom experience, location of campus, décor of classrooms/campus, etc.

### Challenges to Branding in Post-Secondary Institutions:

With some products like Jeans, Tools or Juice, a consumer will be able to choose from many available brands in one retail outlet. The product can be tried on, tested, tasted etc. The brand might mean a lot more than what the product is and what the company stands for. These are tangible items that one can bring home and show off or share with others. They may be 'image' related and feed into the ego of the customer.

Post-Secondary Institution products and services do not provide this type of tangible experience. Most people don't get overly excited about them, the searching process is usually not fun and unless the institution is one of the top ranked establishments there is no real benefit to the ego.

The process of branding with Post-Secondary Institutions is a long term, steady effort. Students need to experience the brand in order to differentiate it from others. And if all else is the same between brands, the only way to stand out is to offer a market leading product or service that no other competing institution has or to provide unique, exceptional services and experiences that students will find valuable.

A brand does not change because a company develops a new logo. It is only through time and customer experience that a brand will become recognized for what it is – what the company strives to be in all aspects of daily business.

***BOARD ITEM / Evaluation of the Board as a Group***

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*For Discussion:* **Amrik Virk** is assigned to evaluate the Board's own performance at the 28 March 2012 Board meeting.

Policy 1.4, *Agenda Planning & Board Meeting Conduct* states:

“At every meeting the Board will discuss its own performance against the standards identified in *Evaluation of the Board as a Group* (Appendix G). During the meeting a pre-assigned Board Member will monitor the work of the Board and complete Appendix G, leading the discussion at the end of the meeting. This member will submit the completed form to the Executive Administrator of the Board. Other Board Members are welcome to do so as well.

In preparation for the Annual Retreat, these forms will be compiled and provided to the Board to facilitate discussions on Board Performance.”

## *P O L I C Y*

### Evaluation of Board as a Group

To be completed at the end of each meeting by an assigned Board Member and a copy provided to the University Secretary.

**SA Strongly agree      A Agree      D Disagree      SD Strongly Disagree**

CRITERIA	SA	A	D	SD
1. We made decisions and behaved in a way which is consistent with our values.				
2. We referred to our vision, mission or ends in discussions and decisions.				
3. We followed our own policies (monitored the EL's, and conducted Board Business consistent with Governance Process and Board-President Linkage policies).				
4. We initiated policy, not just reacted to staff initiatives.				
5. We critiqued and provided constructive feedback to Management initiatives.				
6. We considered community input for decisions.				
7. We encouraged diversity of viewpoints during discussions.				
8. We spent our time with strategic leadership more than administrative detail.				
9. We are clear about the distinction of Board and President roles.				
10. We focused more on future than the past or present.				
11. We considered long term impacts of policy decisions on our stakeholders.				
12. We supported each other to be successful Board Members and the President to be successful in his work.				

**At this meeting we did the following really well:** \_\_\_\_\_

\_\_\_\_\_

**We could improve our performance as a Board by:** \_\_\_\_\_

\_\_\_\_\_



**BOARD:** *Regular*  
**MEETING DATE:** *28 March 2012*  
**SCHEDULE NO.:** *15*  
**PREPARED BY:** *Sandi Klassen*

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1. Kwantlen "Upcoming Events / Activities 2012 (attached)

**KWANTLEN UPCOMING EVENTS / ACTIVITIES 2012**

**\*\*If you are planning to attend any of the upcoming events, please be sure to advise Sandi Klassen at 599-2079 (e-mail Sandi.Klassen@kwantlen.ca)\*\***

<i>Date</i>	<i>Time</i>	<i>Event/Activity</i>	<i>Location</i>
<b><u>2012</u></b>			
Monday 26 March	4:00-7:00 pm	Senate meeting	Surrey Campus, Cedar Bldg Rm 2110
Wednesday 28 March	3:00-7:00 pm	Board meeting	Cloverdale Campus Room 1853
Friday 30 March	2:00-4:00 pm	Board/Senate Bi-cameral Governance Task Force meeting	Surrey Campus, Room 1140
Tuesday 3 April	8:00 pm	Kwantlen Fashion Show (be seated by 7:30 pm)	River Rock Casion Resort Whistler Ballroom A 8811 River Road, Richmond BC
Wednesday 11 April	4:00-6:00 pm	Governance Committee meeting	Cloverdale Campus Room 1853
Monday 16 April	11:00 am 11:30 am	George & Sylvia Melville Gift Event Public & Media Reception Announcement & Media Q&A Private luncheon to follow	Richmond Campus Conference Centre, 2 <sup>nd</sup> floor 8771 Lansdowne Road, Richmond
Thursday 19 April	6:30-7:30 pm 7:45-9:00 pm	School of Horticulture's Scholarships and Awards Celebrtion Reception Room 1010 Ceremony - Auditorium	Langley Campus, Room 1010 & the Auditorium
20-21 April	All day	Canadian University Boards Association Conference (Board Chair & University Secretary)	St. John's, Newfoundland
22-24 April	All day	Association of Governing Boards National Trustee Conference (AGB)	Washington DC
Monday 30 April	4:00-7:00 pm	Senate meeting	Surrey Campus, Cedar Bldg Rm 2110
Thursday 10 May	4:00-6:00 pm	External Relations Committee meeting	Cloverdale Campus Room 1853
Friday 11 May	8:00-10:00 am	Human Resources Committee meeting	Surrey campus, Surrey Main 213

Wednesday 16 May	2:00-4:00 pm	Finance & Audit Committee meeting	Cloverdale Campus Room 1853
Wednesday 16 May	4:00-6:00 pm	Governance Committee meeting	Cloverdale Campus Room 1853
Thursday 17 May	4:00-6:00 pm	Finance & Audit Committee meeting	Cloverdale Campus Room 1853
Wednesday 23 May	4:00-6:00 pm	Student & Academic Experience Committee meeting	Cloverdale Campus Room 1853
Wednesday 23 May	1:00-9:00 pm	Kwantlen Foundation Golf Tournament 2012 To register go to <a href="http://Kwantlen.ca/eaglesgolftournament.html">Kwantlen.ca/eaglesgolftournament.html</a>	Northview Golf Club
Monday 28 May	4:00-7:00 pm 6:30 pm	Senate meeting Chancellor's Dinner	TBA Newlands Golf Course
Thursday 31 May	All day	Convocation Honorary Degree Dinner	Langley Conference Centre Northview Golf Club
Wednesday 13 June	4:00-6:00 pm	Governance Committee meeting	Cloverdale Campus Room 1853
Friday 15 June	1:00-3:00 pm	Tentative – Board / Senate Bi-cameral Governance Task Force	Surrey Campus
Wednesday 20 June	3:00-7:00 pm	Board meeting	Cloverdale Campus Room 1853
Monday 25 June	4:00-7:00 pm	Senate meeting	Cloverdale Campus Boardroom 1853
Wednesday 19 September	3:00-7:00 pm	Board meeting	Richmond Campus Conference Centre
Wednesday 21 November	3:00-7:00 pm	Board meeting	Surrey Campus Board Room, Cedar Bldg Rm 2110