

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

- 1 Call to Order**
- 2 Approval of Agenda** 1 min.
- 3 Consent Agenda / Gord Schoberg** 1 min.
 - 3.1. Minutes 28 March 2012** Page 3
 - 3.2. Kwantlen Student Association Audited Financial Statements Year Ended 2011** Page 9
- 4 New Business**
 - 4.1. Board Meeting Schedule 2013 / Gord Schoberg** Page 28 5 min.
 - 4.2. Bill 18 / Gord Schoberg, Harry Gray** Page 29 5 min.
 - 4.3. Administrative Appointments for Approval / John McKendry** Page 33 10 min.
 - 4.4. Access Copyright / Shelley Wrean, Kathy Lylyk** 10 min.
 - 4.5. Presidential Transition Update / Gord Schoberg** 5 min.
- 5 Governance Committee / Gord Schoberg**
 - 5.1. Board Committee Membership** Page 35 5 min.
 - 5.2. Board Appointee to Senate** Page 38 5 min.
 - 5.3. Board Chair & Vice Chair Nominations / Election** Page 39 5 min.
 - 5.4. Student & Academic Experience Committee Review** Page 40 20 min.
 - 5.5. Template for Use of Delegations to the Board** Page 41 5 min.
 - 5.6. Board Appeals Tribunal Terms of Reference & Procedures** Page 42 5 min.
- 6 Finance & Audit Committee / Shane King**
 - 6.1. Audited Financial Report & Audit Report** Page 60 10 min.
 - 6.2. Re-appointment of Auditors** Page 78 1 min.
 - 6.3. Board Response to Senate Budget Development Questions** Page 79 10 min.
 - 6.4. Management & Investment of University Funds Policy (E11)** Page 91 2 min.
- 7 Student & Academic Experience Committee / Kim Richter**
 - 7.1. Program Discontinuation: Integrated Pest Management / Anne Lavack** Page 100 5 min.
 - 7.2. Program Discontinuation: Music Foundation Certificate / Don Hlus** Page 102 5 min.
- 8 Student & Academic Experience Committee with Finance & Audit Committee / Kim Richter, Shane King**
 - 8.1. Bachelor of Arts, Minor in Education Full Program Proposal (FPP) / Christine Crowe, Ann-Marie McLellan, Sarah Hickinbottom** Page 104 10 min.
 - 8.2. Bachelor of Arts, Major in Political Science FPP / Farhad Dastur** Page 125 10 min.

8.3. Bachelor of Science in Applied Mathematics Program Concept / Lin Hammill, Allyson Rozell	Page 144	10 min.
9 President's Report / John McKendry	Page 157	5 min.
10 Senate Report	Follow link	5 min.
10.1. Board Representative's Update / Kristan Ash		3 min.
10.2. President's Update / John McKendry		3 min.
11 Board/Senate Task Force on Bi-cameral Governance Update	Page 161	5 min.
12 Next Meeting Agenda Contribution / Gord Schoberg		1 min.
13 For the Good of the Order / Gord Schoberg		2 min.
14 Evaluation of the Board as a Group / Yuri Fulmer	Page 162	3 min.
15 Information Package	Page 164	
16 Adjournment		

Next Meeting

Regular Board Meeting
Wednesday September 19, 2012
Richmond Campus, Conference Centre, Room 2550
3:00-7:00 pm



Board:
Meeting Date
Schedule No.:
Prepared by:

Regular
20 June 2012
3.1
Sandi Klassen

BOARD ITEM / Consent Agenda

Issue: Minutes for Approval

For Approval: THAT the Board of Governors approve the minutes of 28 March 2012.

**Wednesday, 28 March, 2012
Cloverdale Boardroom**

Present

Board

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

University Vice Presidents

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

University Community Members

Fergal Callaghan/Instructor, Faculty of Science & Horticulture
Jody Gordon/AVP Student Life
Harry Gray/AVP Human Resource Services
Sandi Klassen/University Secretary
Kathy Lylyk/Executive Director Finance
Cathy MacDonald/University Librarian
Elizabeth Merritt/University Secretariat
Graham Rankin/Dean, Faculty of Science & Horticulture
Allison Richardson/Librarian
Takashi Sato/Instructor, Faculty of Science & Horticulture

Regrets

Arvinder Bubber/Chancellor
Yuri Fulmer
Scott Nicoll
Ken Tung

Presentation/ Current Status, Challenges and Opportunities for the Library

Board members received a presentation from Cathy MacDonald and Alison Richardson on the Coast Capital Savings Library.

Cathy MacDonald is retiring and the Chair thanked her for her many years of service and leadership at Kwantlen.

Call to Order

The Chair called the meeting to order at 3:10pm.

Approval of Agenda

**Moved by Shane King; seconded by Launi Skinner:
THAT the Board of Governors approve the agenda.**

MOTION CARRIED

Consent Agenda

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

MOTION CARRIED

Items included in the Consent Agenda:

- Minutes 19 January 2012
- Minutes 2 February 2012

New Business

Notice of Election

An election for Board Chair & Vice Chair will occur on June 20, 2012.

Finance & Audit Committee

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

Fergal Callaghan, Tak Sato and Graham Rankin presented a program concept for a new applied physics degree. They had previously presented it to the Board Student & Academic Experience Committee and the Board Finance & Audit Committee. The degree is unique in Canada and is modeled after successful degrees offered in Ireland. The developers have consulted with local industry. Graduates would be able to find employment locally.

A question was raised about how the Board can prioritize degrees as they come forward. There is a need to develop prioritization criteria.

Moved by Shane King; seconded by Rob Mumford:

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.

MOTION CARRIED

Draft University Budget 2012-2013

The VP Finance reviewed the draft 2012-13 Budget. It was presented to the Board Finance & Audit Committee on March 20, 2012.

The Board wants to see key metrics and cost comparisons as suggested in the report from the Senate Standing Committee on University Budget (SSCUB). The VP Finance will include Kwantlen's Accountability Report with next year's budget in order to see metrics and key performance indicators.

Senate is concerned about the possibility of a deficit in future years. Shane King indicated that it is a worst case scenario and that Kwantlen is not allowed to present a deficit budget. On a consolidated basis the budget is balanced. It was suggested that Shane attend the next Senate meeting to respond to Senate's concerns about the budget. It would also be useful to discuss with SSCUB the cost structure and budget drivers at the university in order for the committee to better understand the budget process. The Board congratulated SSCUB and its Chair, Marc Kampschuur for its excellent report on the budget.

Other issues raised:

- The academic priorities of Kwantlen, who decides them and how they are incorporated into budget decision making
- International student strategy
- Continuing Education strategy

**Finance & Audit Committee
cont'd**

- Revenue generating strategy
- Enrolment trends and student retention

**Moved by Launi Skinner; seconded by Suzanne Pearce:
THAT the Board of Governors approve the University Budget 2012-
2013.**

MOTION CARRIED

Bylaw No. 4, Fees Revision

Shane King reviewed the bylaw. Kwantlen can raise fees by 2% for domestic students under the government cap. As of April 1, 2012 the Government of BC will provide ESL programming free. A question was raised asking if cost comparisons for the proposed fee increases could be provided. The deans researched the fees at BC post-secondary institutions and those in adjacent provinces. The Board would like to see the figures and how the fee increases connect with retention strategies. The VP Finance will provide this information at the June 20, 2012 meeting.

**Moved by Amrik Virk; seconded by Kristan Ash:
THAT the Board of Governors approve revisions to Bylaw No. 4,
Fees.**

MOTION CARRIED

Suzanne Pearce & Kim Richter OPPOSED

Adjournment

The meeting adjourned at 5:05pm to be resumed after the In camera meeting.

The meeting reconvened at 6:55pm.

**Finance & Audit Committee
cont'd**

Investment Policy Revision

**MOVED by Kristan Ash; seconded by Amrik Virk:
THAT the Board of Governors grant preliminary approval to the
Management of Endowed University Funds Policy.**

MOTION CARRIED

Governance Committee

Principles of Academic Freedom Policy

The draft policy was endorsed by Senate in May 2011 after which it followed the policy revision process with no revisions made.

**MOVED by Shane King; seconded by Kristan Ash:
THAT the Board of Governors give final approval to the revised
Principles of Academic Freedom and Responsibility Policy.**

MOTION CARRIED

**Assurance of Successful
President Performance**

Receipt of Monitoring Reports/Compliance Vote

**Moved by Kim Richter; seconded by Rob Mumford:
THAT the President is in compliance with Policies**

- i. **3.0, *Global Executive Constraint***
- ii. **3.1, *Treatment of Students***
- iii. **3.2, *Treatment of Employees***

MOTION CARRIED

**Upcoming Monitoring
Reports**

The President will submit the following monitoring reports between April and July, 2012:

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

President's Report

The President's Report was included for information.

**Extension of Meeting
7:05PM**

**MOVED by Rob Mumford; seconded by Kim Richter:
THAT the meeting be extended by 15 minutes more.**

MOTION CARRIED

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

The meeting scheduled for March 30, 2012 has been cancelled due to lack of quorum.

For the Good of the Order

Board members attended or will attend the following events:

- Langley Mayor and Council dinner
- Kwantlen Richmond Campus renovation celebration
- Budget Speech
- State of Surrey event
- Meeting of Board Chairs with Minister Yamamoto
- The Board Chair and Vice Chair will meet with Langley Township Mayor and Council in April.
- Minister Yamamoto recently visited the Cloverdale Kwantlen campus.

Awards

- Business in Vancouver named Launi Skinner one of the Most Influential Women in Business for 2012.
- Shane King won the Kwantlen Distinguished Alumni Award
- Kristan Ash was nominated for Surrey Business Woman Entrepreneur of the Year

Kim Richter asked that the University contact the Ministry of Transportation to install an advanced left hand turn indicator on Highway 10 at 180th Street.

Evaluation of the Board as a Group

Amrik Virk noted that the Board is functioning at a high level of maturity and has been heavily involved with a number of Kwantlen related activities including the search for a new President.

Next Meeting

The next meeting is on June 20, 2012 at the Cloverdale campus.

Adjournment

The meeting adjourned at 7:20pm.

BOARD CHAIR



Board:
Meeting Date
Schedule No.:
Prepared by:

Regular
20 June 2012
3.2
Sandi Klassen

BOARD ITEM / Consent Agenda

Issue: **Kwantlen Student Association Audited Financial Statements
Year Ended 2011**

For Information: As required by the University Act Sec 27.1 (4)(a)(i)(ii), the
Kwantlen Student Association has confirmed in writing that their
audited financial statements for 2011 have been presented to their
membership. The letter and financial statements are attached for
information.



**KWANTLEN
STUDENT
ASSOCIATION**

Kwantlen Polytechnic University

12666 72nd Avenue
Surrey, BC V3W 2M8

Reception: 604.599.2126
Facsimile: 604.599.2429
Website: www.kusa.ca

APR 02 2012

Board of Governors

March 30, 2012

Gord Schoberg
Chair, Board of Governors
ATTN Sandi Klassen, University Secretary
Kwantlen Polytechnic University
12666 72 Avenue
Surrey, B.C. V3W 2M8

Dear Sir/Madam:

RE: KUCSA Audited Financial Statements Year Ended 2011

Attached please find audited financial statements of the Kwantlen Polytechnic University Student Association which have been presented and made available to the general membership at the Annual General Meeting held March 30, 2012 at the Surrey Campus of Kwantlen Polytechnic University.

Sincerely,

Devon Richards
Director of Finance
Kwantlen Student Association

Noted by:

Rolando Navarro, CMA
Financial Controller
Kwantlen Student Association

FINANCIAL STATEMENTS

**KWANTLEN UNIVERSITY COLLEGE
STUDENT ASSOCIATION**

December 31, 2011

***W* TOMPKINS, WOZNY, MILLER & CO.**
Chartered Accountants

A partnership of incorporated professionals.

INDEPENDENT AUDITOR'S REPORT

To the Members of
Kwantlen University College Student Association

Report on the Financial Statements

We have audited the accompanying financial statements of Kwantlen University College Student Association, which comprise the statement of financial position as at December 31, 2011, and the statements of operations and changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Association's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Kwantlen University College Student Association as at December 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Report on Other Legal and Regulatory Requirements

As required by the British Columbia Society Act, we report that the accounting principles used in these financial statements have been applied on a basis consistent with that of the preceding year.

Vancouver, Canada
March 28, 2012

Tompkins, Wozny, Miller & Co.

Chartered Accountants

STATEMENT OF FINANCIAL POSITION

As at December 31

	2011				Total \$	2010 Total \$
	Operating Fund \$	Capital Asset Fund \$	Health & Dental Fund \$	Other Funds \$		
				[Schedule 2]		[Restated - note 15]
ASSETS						
Current assets						
Cash	1,134,117	331,515	536,713	196,219	2,198,564	1,697,261
Accounts receivable						
- Kwantlen Polytechnic University	62,728	10,601	371,631	226,963	671,923	434,805
- other	33,225	—	—	—	33,225	7,809
Marketable securities [note 4]	596,452	—	561,911	—	1,158,363	1,125,054
Inventory [note 5]	23,693	—	—	—	23,693	34,511
Prepaid expenses and deposits	39,778	—	—	—	39,778	24,005
Total current assets	1,889,993	342,116	1,470,255	423,182	4,125,546	3,323,445
Capital assets [note 6]	—	1,191,526	—	—	1,191,526	1,198,597
Total assets	1,889,993	1,533,642	1,470,255	423,182	5,317,072	4,522,042
LIABILITIES AND FUND BALANCES (DEFICIENCY)						
Current liabilities						
Accounts payable and accruals	861,929	—	—	—	861,929	552,770
Deferred fee revenue [note 7]	472,131	117,332	1,152,982	291,995	2,034,440	2,000,102
Demand bank loan [note 8]	—	180,000	—	—	180,000	260,000
Interfund payable	1,007,631	215,822	(526,307)	(697,146)	—	—
Total current liabilities	2,341,691	513,154	626,675	(405,151)	3,076,369	2,812,872
Fund balances (deficiency)						
Invested in capital assets	—	1,011,526	—	—	1,011,526	938,597
Internally restricted	—	—	843,580	828,333	1,671,913	1,198,474
Unrestricted (deficiency)	(451,698)	8,962	—	—	(442,736)	(427,901)
Total fund balances (deficiency)	(451,698)	1,020,488	843,580	828,333	2,240,703	1,709,170
Total liabilities and fund balances	1,889,993	1,533,642	1,470,255	423,182	5,317,072	4,522,042

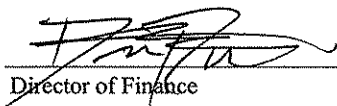
Commitments [note 9]


Subsequent event [note 14]

Contingency [note 16]

See accompanying notes to the financial statements

Approved by the Board of Directors:


 Director of Finance


 Director of Operations

**STATEMENT OF OPERATIONS
 AND CHANGES IN FUND BALANCES**

Year ended December 31

	2011				2010	
	Operating Fund	Capital Asset Fund	Health & Dental Fund	Other Funds	Total	Total
	\$	\$	\$	\$	\$	\$
			[Schedule 3]			[Restated - note 15]
REVENUES						
Student activity fees [note 12]	1,197,206	293,856	1,627,971	1,263,430	4,382,463	3,167,050
Investment income	46,839	—	—	79	46,918	39,821
Increase in fair value - marketable securities	5,180	—	—	—	5,180	44,243
Advertising and other	25,537	—	7,662	2,776	35,975	47,095
Grass Roots Café [schedule 1]	341,890	—	—	—	341,890	285,069
Tickets, locks and other sales	55,216	—	—	—	55,216	71,491
	1,671,868	293,856	1,635,633	1,266,285	4,867,642	3,654,769
EXPENSES (RECOVERY)						
Activities	—	—	25,190	122,317	147,507	123,636
Amortization of capital assets	—	123,260	—	—	123,260	112,260
Bad debts	—	—	—	—	—	15,609
Bursaries	—	—	—	—	—	70,000
Campaigning and dues	—	—	—	14,369	14,369	41,726
Common area expenses	14,550	—	—	—	14,550	18,378
Concert (net of \$7,354 revenue; 2010 - \$9,433)	—	—	—	127,982	127,982	30,591
Conferences and travel	1,412	—	—	10,235	11,647	28,176
Elections	25,188	—	—	—	25,188	10,377
Executive and rep stipends	170,658	—	—	—	170,658	201,144
Grass Roots Café [schedule 1]	334,963	—	—	—	334,963	300,874
Handbook	23,896	—	—	—	23,896	31,724
Insurance	19,449	—	—	—	19,449	18,652
Interest expense [note 8]	—	7,955	—	—	7,955	10,469
Investment management fees	13,108	—	—	—	13,108	12,084
Office, postage, supplies and other	68,654	2,990	—	—	71,644	75,349
Professional	532,991	—	—	—	532,991	141,598
Shuttle bus	—	—	—	131,790	131,790	—
Student Health and Dental Plan premiums	—	—	1,638,737	—	1,638,737	1,290,776
Telephone, internet and cable	25,439	—	—	—	25,439	21,651
Tickets and locks	51,402	—	—	—	51,402	64,637
Transit (net of commissions)	(2,693)	—	—	—	(2,693)	(3,176)
Wages, subcontractors and benefits	656,023	—	51,430	144,814	852,267	751,716
	1,935,040	134,205	1,715,357	551,507	4,336,109	3,368,251
Excess (deficiency) of revenue for the year	(263,172)	159,651	(79,724)	714,778	531,533	286,518
Fund balances (deficiency), beginning of year	(350,141)	860,837	949,865	248,609	1,709,170	1,422,652
Interfund transfers						
Allocation of overhead	161,615	—	(26,561)	(135,054)	—	—
Fund balances (deficiency), end of year	(451,698)	1,020,488	843,580	828,333	2,240,703	1,709,170

See accompanying notes to the financial statements

STATEMENT OF CASH FLOWS

Year ended December 31

	2011	2010
	\$	\$
		<i>[Restated - note 15]</i>
OPERATING ACTIVITIES		
Excess of revenues for the year	531,533	286,518
Add items not affecting cash		
Amortization of capital assets	123,260	112,260
Increase in value of marketable securities (net)	(5,180)	(44,243)
Changes in non-cash working capital items		
Accounts receivable	(262,534)	1,910
Inventory	10,818	4,588
Prepaid expenses	(15,773)	6,515
Accounts payable and accruals	309,159	354,301
Deferred fee revenue	34,338	375,698
Cash provided by operating activities	725,621	1,097,547
FINANCING ACTIVITIES		
Repayment of bank loan	(80,000)	(80,000)
Cash used in financing activities	(80,000)	(80,000)
INVESTING ACTIVITIES		
Purchase of marketable securities (net)	(28,129)	(26,582)
Purchase of capital assets	(116,189)	(81,377)
Cash used in investing activities	(144,318)	(107,959)
Increase in cash during the year	501,303	909,588
Cash, beginning of year	1,697,261	787,673
Cash, end of year	2,198,564	1,697,261
Supplementary information:		
Interest expense paid	7,955	10,469

See accompanying notes to the financial statements

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

1. PURPOSE OF THE ORGANIZATION

Kwantlen University College Student Association ("Association") is a not-for-profit organization incorporated under the Society Act of British Columbia that provides support services and advocacy representation to the student membership. The Association is exempt from income taxes.

The mission of the Association is to support its members during their time of study by ensuring adequate provision for their welfare, activities, political and social needs. Through its democratic procedures, the Association represents and reflects the concerns and priorities of its membership to the Kwantlen Polytechnic University ("University") and beyond, and strives to uphold the rights of each of its members.

2. SIGNIFICANT ACCOUNTING POLICIES

The following is a summary of significant accounting policies used in the preparation of the financial statements:

Fund Accounting

The Association follows fund accounting using the deferral method of accounting for contributions. The major funds are described below.

Operating Fund

The Operating Fund reports the assets, liabilities, revenues and expenses related to the Association's support services and administrative activities.

Capital Asset Fund

The Capital Asset Fund reports the assets, liabilities, revenues and expenses related to the Association's capital assets.

Health & Dental Fund

Members of the Association have agreed to contribute up to \$187 per year for the purpose of offering both an extended health plan and dental plan for students at the University. This fund is internally restricted for expenditures on health and dental plans and wellness programs for students.

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Other Funds

Other funds include the Lobbying Fund, Bursary Fund, START Volunteer Fund, Social Justice Fund, Reboot Computer Service Fund, Peer Counselling Fund, Intramurals Fund, Clubs and Events Fund, Advocacy Fund, Multi-pass Fund, and Women's Centre Capital Fund. These funds are internally restricted for expenditures related to their respective purposes as documented in the Association's regulations.

Revenue Recognition

The Association follows the deferral method of accounting for contributions.

Revenue from student activity fees is recognized according to the academic terms they relate to.

Unrestricted contributions are recognized as revenue of the appropriate fund when received or receivable if the amount to be received can be reasonably estimated and the collection is reasonably assured.

Revenue from all other sources is recognized when the service is provided or when the respective goods are sold to the customer.

Marketable Securities

Marketable securities are recorded at market value.

Capital Assets

Purchased capital assets are recorded in the Capital Asset Fund at cost.

Amortization is provided on a straight-line basis over the assets' estimated useful lives as follows:

- | | |
|--------------------------------------|----------------|
| • Student Association premises | 25 to 30 years |
| • Yoga studio improvements | 10 years |
| • Grass Roots Café equipment | 5 years |
| • Furniture, equipment and computers | 5 years |

Use of Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reported period. Actual results could differ from the estimates.

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Inventory

Inventory is valued at the lower of cost and net realizable value.

Future Accounting Changes

In 2012, the Association will adopt Canadian accounting standards for not-for-profit organizations ("ASNPO") which were released by the Canadian Institute of Chartered Accountants ("CICA") in December 2010. These accounting standards are contained in Part III of the CICA Handbook. Where specific standards are not provided in Part III of the CICA Handbook, the accounting standards for private enterprises ("ASPE") contained in Part II of the CICA Handbook, will be utilized. The adoption of ASNPO and ASPE is not expected to have a significant impact on the financial statements of the Association.

3. FINANCIAL INSTRUMENTS

The Association has adopted the recommendations of Sections 3855 and 3861 of the CICA Handbook regarding financial instruments. The Association has elected to use the exemption provided by the CICA permitting not-for-profit organizations not to apply Sections 3862 and 3863 of the CICA Handbook.

The Association's financial instruments consist of cash, accounts receivable, marketable securities, accounts payable and bank loan. These financial instruments are accounted for as follows:

Held for Trading

The Association has designated cash, accounts receivable, marketable securities, accounts payable and bank loan as held-for-trading. These instruments are recorded at their fair values with any gains or losses arising from changes in fair value being recognized immediately in income.

The Association is exposed to market, foreign currency and interest rate risk on its marketable securities and demand bank loan. The Association is exposed to credit risk on the portion of its marketable securities represented by corporate bonds, debentures and money-market funds. The Association is exposed to minor credit risk with respect to its bank balances and accounts receivable, as the majority of its accounts receivable are due from the University. In the opinion of management, the Association is not exposed to other significant risk on its financial instruments.

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

4. MARKETABLE SECURITIES

The Association's marketable securities, which are managed by CIBC and Quadrus, consist of the following:

	2011		2010	
	Operating \$	Heath & Dental \$	Operating \$	Heath & Dental \$
Money market funds	534	—	531	—
Canadian bonds	365,205	344,364	337,286	318,096
International bonds	26,140	24,648	21,679	20,446
Canadian equities	62,210	58,660	80,635	76,039
U.S. equities	86,215	81,295	73,937	69,683
International equities	56,148	52,944	65,237	61,485
	596,452	561,911	579,305	545,749

The marketable securities are held as collateral for the bank loan relating to the Association's premises [notes 8 and 9(i)].

5. INVENTORY, AT COST

Inventory consists of the following:

	2011 \$	2010 \$
Transit cards and passes	13,477	19,280
Movie tickets, promotional items and others	4,543	9,231
Grass Roots Café supplies	5,169	5,383
Liquor	504	617
	23,693	34,511

6. CAPITAL ASSETS

	Cost \$	Accumulated Amortization \$	Net Book Value \$
2011			
Student Association premises	1,756,683	710,602	1,046,081
Yoga studio improvements	25,733	7,720	18,013
Grass Roots Café equipment	72,441	53,864	18,577
Furniture, equipment and computers	417,063	308,208	108,855
	2,271,920	1,080,394	1,191,526

Kwantlen University College Student Association

Incorporated under the Society Act of B.C.

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

6. CAPITAL ASSETS (CONT'D)

	Cost	Accumulated Amortization	Net Book Value
	\$	\$	\$
2010			
Student Association premises	1,689,049	651,343	1,037,706
Yoga studio improvements	25,733	5,146	20,587
Grass Roots Café equipment	64,385	44,671	19,714
Furniture, equipment and computers	376,564	255,974	120,590
	<u>2,155,731</u>	<u>957,134</u>	<u>1,198,597</u>

The Association's premises are located on land leased from the University [note 9(i)], and are pledged in support of the Association's bank loan [note 8].

7. DEFERRED FEE REVENUE

Deferred fee revenue consists of student fees received or receivable by December 31, 2011 which relate to the 2012 year.

8. DEMAND BANK LOAN

	2011	2010
	\$	\$
Demand bank loan, bearing interest at CIBC prime rate plus 0.75%. Interest is payable on a monthly basis. The loan principal is repayable at \$40,000 semi-annually on September 30 and January 31.	<u>180,000</u>	<u>260,000</u>

The Association's assets and a mortgage over the leasehold interest in the Association's premises [notes 4 and 6] are pledged as collateral for the loan.

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

9. COMMITMENTS**i) Lease Commitments**

The Association leases space from the University. The annual lease cost to the Association is \$1 plus its share of common area maintenance expenses. The lease expires in May 2029.

The estimated common area maintenance expenses over the next five years are as follows:

	\$
2012	14,549
2013	14,985
2014	15,435
2015	15,898
2016	16,375
	<u>77,242</u>

ii) Health and Dental Plan

The Association is committed to monthly broker fees and insurance premiums of approximately \$15.58 per student registered in the Health and Dental Plan until August 31, 2015. As at December 31, 2011 there were approximately 8,700 students registered in the Health and Dental Plan.

10. OTHER INFORMATION

The Association previously commenced a civil action against five former directors and/or employees. The Association had default judgments against the defendants, however, during the year the action was settled for no damages.

11. NON-DISCRETIONARY ALLOCATIONS - OTHER FEES

During the year, the Association collected fees on behalf of the following autonomous organizations:

	2011	2010
	\$	\$
Polytechnic Ink Publishing Society (PIPS)	233,847	234,937
Canadian Federation of Students (CFS)	176,634	171,406
	<u>410,481</u>	<u>406,343</u>

The Association began collection of CFS fees during 2009. Previous to that time, the University remitted the fees directly to CFS.

As these fees are collected in trust on behalf of these organizations, they are not included in the Association's statement of operations.

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

12. STUDENT ACTIVITY FEES

Student activity fees are comprised of the following:

	2011	2010
	\$	\$
		<i>[Restated - note 15]</i>
Lobbying Fund	89,745	66,805
Bursary Fund	34,416	34,220
START Volunteer Program	114,698	59,732
Reboot Computer Service	92,704	61,420
Intramurals	77,323	64,365
Clubs and Events	200,876	194,362
Advocacy Service	30,924	—
Social Justice	46,562	—
Peer Counselling	46,562	—
Multi-pass	529,620	—
	1,263,430	480,904
General	1,197,206	1,123,064
Student Union Building Capital	293,856	144,126
Health and Dental	1,627,971	1,418,956
	4,382,463	3,167,050

13. RELATED PARTY TRANSACTIONS

During 2010, the board of directors of PIPS became functus, as it had less than the required number of three board members and as a result, PIPS entered into a temporary management agreement with the Association.

Pursuant to the management agreement, the Association would manage the affairs of PIPS until the required number of board members were selected at PIPS's annual general meeting. The annual general meeting took place in February 2011.

The related party transactions with PIPS are summarized below:

At December 31, 2011, \$7,912 [2010 - \$84,164] was included in accounts payable and accruals which is owing to PIPS;

For the year ending December 31, 2011, the Association charged PIPS \$11,692 [2010 - \$11,747] for administrative fees;

For the year ending December 31, 2011, the Association charged PIPS \$4,485 [2010 - \$6,840] for wage reimbursements; and

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

13. RELATED PARTY TRANSACTIONS (CONT'D)

For the year ending December 31, 2011, the Association collected \$233,847 [2010 - \$234,937] of designated student publication fees on behalf of PIPS [note 7].

Other related party transactions include:

For the year ending December 31, 2011, the Association paid executive and rep stipends to executive board members and other elected personnel in the amount of \$162,272 [2010 - \$192,066].

14. SUBSEQUENT EVENT

Subsequent to the year-end, the Association reached a settlement with a former director and Association member to cover their legal costs in the amount of \$55,000.

15. RESTATEMENT OF HEATH & DENTAL FUND

Accounting Adjustment - Health & Dental Fund

The method of calculating the estimated deferred revenue in the Health & Dental Fund has been changed and the effect on the financial statements is as follows:

Statement of Financial Position

Health & Dental Fund

The fund balance as at December 31, 2009 has increased by \$122,426 from \$801,318 to \$923,744;

The fund balance as at December 31, 2010 has increased by \$176,781 from \$773,084 to \$949,865;

Accounts receivable - Kwantlen Polytechnic University as at December 31, 2010 has increased by \$96,341 from \$338,464 to \$434,805; and

The deferred revenue liability as at December 31, 2010 has decreased by \$80,440 from \$1,219,020 to \$1,138,580.

All funds

The total accounts receivable as at December 31, 2010 has increased by \$96,341 from \$346,273 to \$442,614;

The total deferred revenue liability as at December 31, 2010 has decreased by \$80,440 from \$2,080,542 to \$2,000,102;

The total fund balances as at December 31, 2009 has increased by \$122,426 from \$1,300,226 to \$1,422,652; and

NOTES TO FINANCIAL STATEMENTS

December 31, 2011

15. RESTATEMENT OF HEATH & DENTAL FUND (CONT'D)

The total fund balances as at December 31, 2010 has increased by \$176,781 from \$1,532,389 to \$1,709,170.

Statement of Operations and Changes in Fund Balances

Health & Dental Fund

In 2010, Heath & Dental student activity fees increased by \$54,355 from \$1,418,956 to \$1,473,311; and
In 2010, the excess of revenue for the year increased by \$54,355 from \$42,714 to \$97,069.

All Funds

In 2010, total student activity fees increased by \$54,355 from \$3,112,695 to \$3,167,050; and
In 2010, the excess of revenue for the year increased by \$54,355 from \$232,163 to \$286,518.

Statement of Cash Flows

The 2010 statement of cash flows has also been restated to reflect the above changes.

16. CONTINGENCY

Wrongful Dismissal Claim

The Association, represented by its insurer's legal counsel, is a defendant in a wrongful dismissal lawsuit filed by a former general manager who is seeking \$301,751 in back wages, contractual entitlement, and compensatory and punitive damages.

The Association is reviewing the claim with its insurer and the insurer's legal counsel and intends to defend the claim vigorously.

As generally accepting accounting principles require that a provision be made for the potential cost of any claims made against the Association, an amount of \$100,000 has been recorded as a provision to cover the settlement of this claim. The actual loss to be incurred cannot otherwise be reasonably

17. COMPARATIVE FIGURES

Certain 2010 comparative figures have been reclassified to conform to the presentation adopted in the current year.

SCHEDULE OF REVENUE AND EXPENSES
GRASS ROOTS CAFE

Year ended December 31

	2011	2010
	\$	\$
Sales	341,890	285,069
Cost of sales	188,671	167,021
Gross profit	153,219	118,048
Other expenses		
Bank and credit card charges	4,890	4,062
Repairs and maintenance	3,352	2,922
Wages and benefits	138,050	126,869
	146,292	133,853
Income (loss) from operations	6,927	(15,805)

Kwantlen University College Student Association
 Incorporated under the Society Act of B.C.

STATEMENT OF FINANCIAL POSITION - OTHER FUNDS

As at December 31

	2011										2010	
	Lobbying Fund	Women's Centre	Bursary Fund	START Volunteer Program	Reboot Computer Service	Intramurals	Clubs and Events	Advocacy Service	Social Justice	Peer Counselling	Multi-pass	Total
ASSETS												
Current assets												
Cash	—	—	—	—	—	—	—	—	—	—	196,219	196,219
Accounts receivable - Kwantlen Polytechnic University	3,261	—	1,659	4,170	3,349	2,806	7,277	1,103	1,699	1,699	199,940	226,963
Total current assets	3,261	—	1,659	4,170	3,349	2,806	7,277	1,103	1,699	1,699	396,159	423,182
LIABILITIES AND FUND BALANCES												
Current liabilities												
Deferred fee revenue [note 7]	35,847	—	12,694	45,747	37,053	30,897	80,304	12,333	18,560	18,560	—	291,995
Interfund payable	(140,536)	(5,624)	(33,472)	(113,016)	(89,185)	(141,044)	(109,107)	(35,414)	(49,389)	(61,095)	80,736	(697,146)
Total current liabilities	(104,689)	(5,624)	(20,778)	(67,269)	(52,132)	(110,147)	(28,803)	(23,081)	(30,829)	(42,535)	80,736	(405,151)
Fund balances												
Internally restricted	107,950	5,624	22,437	71,439	55,481	112,953	36,080	24,184	32,528	44,234	315,423	828,333
Total fund balances	107,950	5,624	22,437	71,439	55,481	112,953	36,080	24,184	32,528	44,234	315,423	828,333
Total liabilities and fund balances	3,261	—	1,659	4,170	3,349	2,806	7,277	1,103	1,699	1,699	396,159	423,182
												37,684

Kwantlen University College Student Association
 Incorporated under the Society Act of B.C.

STATEMENT OF OPERATIONS - OTHER FUNDS

Year ended December 31

	2011										2010	
	Lobbying Fund	Women's Centre	Bursary Fund	START Volunteer Program	Reboot Computer Service	Intramurals	Clubs and Events	Advocacy Service	Social Justice	Peer Counselling	Multi-pass	Total
REVENUES												
Student activity fees [note 12]	89,745	—	34,416	114,698	92,704	77,323	200,876	30,924	46,562	529,620	1,263,430	480,904
Investment income	—	—	—	—	—	—	—	—	—	79	79	—
Advertising and other	—	—	—	—	2,776	—	—	—	—	—	2,776	—
	89,745	—	34,416	114,698	95,480	77,323	200,876	30,924	46,562	529,699	1,266,285	480,904
EXPENSES (RECOVERY)												
Activities	—	—	—	9,272	3,935	8,070	77,517	152	9,994	—	13,377	98,725
Bursaries	—	—	—	—	—	—	—	—	—	—	—	70,000
Campaigning and dues	14,369	—	—	—	—	—	—	—	—	—	14,369	41,726
Concert (net of \$7,354 revenue; 2010 - \$9,433)	—	—	—	—	—	—	127,982	—	—	—	127,982	30,591
Conferences and travel	6,118	—	—	—	—	1,214	2,903	—	—	—	10,235	26,890
Shuttle bus	—	—	—	—	—	—	—	—	—	—	131,790	—
Wages, subcontractors and benefits	1,956	—	—	41,644	55,745	—	6,748	4,282	—	—	34,439	70,340
	22,443	—	—	50,916	59,680	9,284	215,150	4,434	9,994	—	179,606	338,272
Excess (deficiency) of revenue for the year	67,302	—	34,416	63,782	35,800	68,039	(14,274)	26,490	36,568	350,093	714,778	142,632
Fund balances (deficiency), beginning of year	48,979	5,624	(10,258)	22,112	34,537	50,370	97,245	—	—	—	248,609	105,977
Interfund transfers												
Allocation of overhead	(8,331)	—	(1,721)	(14,455)	(14,856)	(5,456)	(46,891)	(2,306)	(4,040)	(34,670)	(135,954)	—
Fund balances, end of year	107,950	5,624	22,437	71,439	55,481	112,953	36,080	24,184	32,528	315,423	828,333	248,609

BOARD ITEM / New Business

Issue: **Board Meeting Schedule 2013**

For Information: The following dates are proposed for the regularly scheduled Board Meetings in 2013:

All meetings are scheduled on a Wednesday from 3-7 pm.

January 30 Langley campus Room 1030

February 22-23 Board Retreat

March 27 Cloverdale campus Room 1853

June 12 Cloverdale campus Room 1853

September 18 Richmond campus Conference Centre

November 20 Surrey campus Cedar 2110

For Approval: **THAT the Board of Governors approve the Board meeting schedule for 2013.**



Board: *Regular*
Meeting Date *20 June 2012*
Schedule No.: *4.2*
Presented by: *Gord Schoberg / Harry Gray*

BOARD ITEM / New Business

Issue: ***Bill 18, 2011: Advanced Education Statutes Amendment Act 2011***

For Information: Attached is an analysis of changes made to the University Act under Bill 18, 2011 *Advanced Education Statutes Amendment Act, 2011* and the impact on Board governance at Kwantlen.

On March 28, 2012, the Government of British Columbia passed *Bill 18 – 2011: Advanced Education Statutes Amendment Act 2011*. Below is a list of the amendments to the University Act and their impact on Board governance.

Amendments to the University Act

The University Act, R.S.B.C. 1996, c. 468, is amended by adding the following sections:

Best Interests of university

19.1 The members of the board of a university must act in the best interests of the university.

Impact on the Board of Governors

No impact. This addition to the University Act does not constitute a change for the Board, as Bylaw No. 5 already mentions this. The draft Board Manual 2012 also makes specific reference to “the best interests of the university”. (see below)

Bylaw No. 5 states:

“Members have a responsibility first and foremost to the welfare of the Institution and must function primarily as a Member of the Board, not as a member of any particular constituency.”

Draft Board Manual 2012

6.2. STANDARDS OF CONDUCT

In discharging his or her responsibilities, each Board Member must:

- a) act honestly and in good faith with a view to the best interests of Kwantlen; and
- b) exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

In keeping with these responsibilities, a Board Member is required to:

- a) act in the best interests of Kwantlen as a whole and not in his or her self-interest, nor in the interest of a particular group or constituency;

17 Board Composition and Succession Planning

17.1 Introduction

All Board Members are responsible to act in the best interests of Kwantlen at all times.

Board Chair

19.2 (1) The members of the board of a university, other than the University of British Columbia, must elect a chair from among the 8 members of the board appointed under section 19 (1) (d).

Section 22 is amended by adding the following subsection:

- (1.1) Despite section 19, the Lieutenant Governor in Council may, on a resolution passed by the vote of at least a 2/3 majority of the members of the board, remove from office a member of the board
- (a) Elected under section 19 (1) (c), (e) or (f) or (2) (c), (d), (f), (g), (h) or (i), or
 - (b) Appointed under section 19 (1) (d) or (2) (e)

If the board is satisfied that the person should be removed for cause.

Section 23 (1) is amended by adding the following paragraph:

- (g) a person who is an employee of the university and who is a voting member of the executive body of, or an officer of, an academic or non-academic staff association of the university who has the responsibility, or joint responsibility with others, to
- (i) negotiate with the board, on behalf of the academic or non-academic staff association of that university, the terms and conditions of service of members of that association, or
 - (ii) Adjudicate disputes regarding members of the academic or non-academic staff association of that university.

No impact, since the Board already practices this as stated in Bylaw No. 1:

#4. "The Board shall annually elect from among the appointed members a Chair and Vice Chair who shall be eligible for re-election."

This new clause gives the Board the ability to remove appointed and elected members from office for cause. Until now the Board could only remove appointed members.

Section 23 refers to persons not eligible to be or to remain members of the board.

This new paragraph precludes board membership for any Kwantlen employee who is part of the executive body or an officer of the Kwantlen Faculty Association or the BCGEU.

None of the current Board members who are Kwantlen employees are part of the executive body or are an officer of their union, nor do they participate in collective bargaining or adjudicate disputes.

In the future the Registrar will ensure that employee candidates for Board vacancies comply with this section of the University Act.

Section 27 (2) (b) is amended by adding
“appointed by the Lieutenant Governor in Council”
after “among its members”.

The entire section reads:

The board has the following powers:

- (b) “to elect from among its members appointed by the Lieutenant Governor in Council a chair, and when necessary, an acting chair.”

No impact. Bylaw No. 1 states:

#4. “The Board shall annually elect from among the appointed members a Chair and Vice Chair who shall be eligible for re-election.”



BOARD ITEM / New Business

Issue: **Administrative Appointments for Approval**

***For Information
and Approval:***

The University Act empowers the Board, upon the recommendation of the President,

- (g) to appoint the deans of all faculties, the librarian, the registrar, the bursar, the professors, associate professors, assistant professors, lecturers, instructors and other members of the teaching staff of the university, and the officers and employees the board considers necessary for the purpose of the university, and to set their salaries or remuneration, and to define their duties and their tenure of office or employment (Sec 27 (2) (g))

Sec 28 (2) states "A person must not be appointed a member of the teaching staff of the university or of any faculty of the university unless the person is first nominated for the position by the president.

The President has the power to

- (a) Recommend appointments, promotions and removal of members of the teaching and administrative staffs and the officers and employees of the university (Sec 59 (2) (a)).

Recommendations for Approval

The President submits the following to the Board of Governors:

In accordance with Sections 27 (2)(g), 28 (2), and 59 (2)(a) of The University Act, I recommend to the Board of Governors the appointments of the following university administrators.

Todd Mundle, University Librarian
Elizabeth Worobec, Dean, Faculty of Science and Horticulture
Diane Purvey, Dean, Faculty of Arts
Henry Reisner, Dean, Faculty of Trades and Technology

- 1) **Motion:**
THAT the Board of Governors appoint the above-named university administrators.

In accordance with the above cited sections of The University Act, I further recommend that the Board of Governors confirm the appointments of the following university administrators.

Ron Maggiore, Associate Vice President of Strategic Enrollment Management
Robert Hensley, University Registrar
Christine Crowe, Dean, Faculty of Academic and Career Advancement
Tru Freeman, Dean, Faculty of Community and Health Studies
George Verghese, Dean, Faculty of Design
Harry Gray, Associate Vice President of Human Resource Services
Jason Dyer, Associate Vice President of Research
Kathy Lylyk, Executive Director of Finance
Jody Gordon, Associate Vice President of Students
Shelley Wrean, University General Counsel

- 2) **Motion:**
THAT the Board of Governors confirm the appointments of the above-named university administrators.



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

BOARD:

MEETING DATE:

SCHEDULE NO.:

PRESENTED BY:

Regular

20 June 2012

5.1

Gord Schoberg

BOARD ITEM / Governance Committee

Issue: Board Committee Membership 2012-13

For Information: The Governance Committee considered the attached committee membership effective September 1, 2012 and recommends it to the Board for approval.

For Approval: **THAT the Board of Governors approve the Board Committee membership effective September 1, 2012.**

**Board Committee Membership
Effective September 1, 2012**

	Chair	Vice Chair							
HR	Amrik Virk	Launi Skinner	Gord Schoberg	Ken Tung					
Finance	Shane King	Yuri Fulmer	Launi Skinner	Geoff Dean	Jared Penland	Iman Ghahramani	Arvinder Bubber		
Governance	Gord Schoberg	Lisa Skakun	Alan Davis	Kim Richter	Shane King	Amrik Virk	Arvinder Bubber		
Board/Senate Committee*on Bi-cameral Governance	Gord Schoberg	Amrik Virk	Kristan Ash	Sandra Hoffman	Marc Kampschaur Governance AP&P Policy Review				

*Subject to Board approval

New Members on Sept. 1, 2012:

Sandra Hoffman / Professional Support Staff
 Geoff Dean / Faculty
 Iman Ghirimani / Student
 Jared Penland / Student
 Lisa Skakun / Appointed

Considerations:

- 4 Board Members per committee – the Governance Committee has asked to change the Board Manual to read “a minimum of four members per committee” to allow for the interests of Board Members
- Chancellor, President and Board Chair not ex-officio for any committees
- HR – appointed members only
- Finance – 3 appointed so there are 3 members for audit portions of the meeting, which are to include only appointed members
- Governance – President expressed wish to be on this committee (in the past)

**Board Committee Membership
Effective September 1, 2012**

Committee Membership Shown by Person

Board Member	Governance	HR	Finance & Audit	Board/Senate Committee on Bi- cameral Governance
Kristan Ash				X
Alan Davis	X			
Geoff Dean			X	
Yuri Fulmer			X (Vice Chair)	
Iman Ghahremani			X	
Sandra Hoffman				X
Shane King	X		X (Chair)	
Jared Penland			X	
Kim Richter	X			
Gord Schoberg	X (Chair)	X		X (Chair)
Lisa Skakun	X (Vice Chair)			
Launi Skinner		X (Vice Chair)	X	
Ken Tung		X		
Amrik Virk	X	X (Chair)		X (Vice Chair)



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

BOARD:

Regular

MEETING DATE:

20 June 2012

SCHEDULE NO.:

5.2

PRESENTED BY:

Gord Schoberg

BOARD ITEM / Governance Committee

Issue: **Board Appointee to Senate**

For Information: The Governance recommends that Kristan Ash be re-appointed as the Board's representative to Senate from September 1, 2012 to August 31, 2013.

For Approval: **THAT the Board of Governors re-appoint Kristan Ash as the Board's representative to Senate effective September 1, 2012 to August 31, 2013.**

BOARD ITEM / Governance Committee

Issue: **Board Chair & Vice Nominations / Election**

For Information: The Governance Committee nominates Gord Schoberg for the position of Board Chair and Amrik Virk for the position of Board Vice Chair for one year.

Notice of Election was received by the Board of Governors at its March 2012 meeting. As stated in Bylaw No. 1, *University Board and Officers*,

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.

BOARD ITEM / Governance Committee

Issue: **Student & Academic Experience Committee Review**

For Information: At its June 12, 2012 meeting, the Governance Committee thoroughly discussed the possibility of discontinuing the Student & Academic Experience Committee and moving its responsibilities elsewhere. The Committee agreed on the following recommendations for the Board's approval.

- For Approval:***
- 1) THAT the Board of Governors approve the discontinuation of the Student & Academic Experience Committee on the understanding that there will be a standing Board agenda item on Student Affairs which the president will report on regarding the student experience, including appropriate metrics.**
 - 2) THAT the Board of Governors approve the Governance Committee's mandate to include receiving program proposals for review with regard to adherence to the strategic priorities, mission, vision and mandate of Kwantlen.**



BOARD ITEM / Governance Committee

Issue: **Template for Use of Delegations to the Board**

For Information: At its June 12, 2012 meeting, the Governance Committee discussed the elements of a template for use by those wishing to bring a delegation to the Board. Members of the Committee agreed to the following elements in a template and recommend them to the Board for approval.

1. Date of Request
2. Name of person requesting delegation and university constituency represented
3. Contact Information
4. Board Meeting Date for Presentation
5. List of persons in the delegation attending Board Meeting
6. Description of the Issue
7. Action Taken To Date
8. Board Action Sought

For Approval: **THAT the Board of Governors approve the Template for Use of Delegations to the Board.**



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

BOARD:

Regular

MEETING DATE:

20 June 2012

SCHEDULE NO.:

5.6

PRESENTED BY:

Gord Schoberg

BOARD ITEM / Governance Committee

Issue: **Board Appeals Tribunal Terms of Reference & Procedures**

For Information: At its April 11, 2012 meeting, the Governance Committee reviewed and revised the Board Appeals Tribunal Terms of Reference and Procedures, as attached, and recommended them to the Board for approval.

For Approval: **THAT the Board of Governors approve the Terms of Reference and the Procedures for the Board Appeals Tribunal.**

TERMS OF REFERENCE

COMMON BOARD COMMITTEE TERMS OF REFERENCE		PROPOSED APPEALS TRIBUNAL TERMS OF REFERENCE	COMMENTS
ITEM	DETAIL		
AUTHORITY	<ul style="list-style-type: none"> o Each Standing Committee (henceforth referred to as SC) of the Board is a creature of the Board of Governors and receives its mandate and terms of reference from the Board under Board Policy 1.8 o Each SC is advisory to the Board and is authorized only to make recommendations to the Board unless, and to the extent that, the Board grants the Committee decision-making authority with respect to specific matters 	<p>The Appeals Tribunal's mandate is to conduct appeals from decisions of the president concerning matters of non-academic discipline.</p> <p>The Board has delegated its power and authority to determine an appeal of such a decision to the Appeals Tribunal and the decision of the Appeals Tribunal shall be the decision of the Board.</p>	The resolution provided to me in December says "appeal of a decision to suspend a student, staff or faculty member".
LINKS TO LEG'N	<ul style="list-style-type: none"> o The Terms of Reference for each SC will include information regarding legislation, such as the University Act, that has a potential impact on the deliberations and recommendations of the Committee 	<p>The relevant legislation and policies are as follows:</p> <p><i>University Act</i>, ss. 27(2), 35.2(6)(j),61</p> <p>Policy C.21</p>	
REPORTING R'SHIP AND AUTHORITY TO SPEAK	<ul style="list-style-type: none"> o Each SC reports directly to the Board o The Chair of each SC will speak on behalf of the SC in communications with the Board o No member of a SC or University staff attending SC meetings will discuss the details of specific agenda items nor the positions of other SC members with anyone inside or outside the University except as this may be appropriate in 		

	carrying out their ongoing duties as members of the Board or as staff		
MANDATE	<ul style="list-style-type: none"> o The Board will determine the mandate for each SC o Each SC will monitor and review/revise policies governing Board process, as applicable o Each SC will monitor and review/revise “Ends” and “Executive Limitations” statements, as applicable o The Chair of the SC may, as a result of a recommendation from the Committee, request the Board to make modifications to the mandate 		
MEMBER-SHIP	<ul style="list-style-type: none"> o The Board will determine the membership for each SC; members appointed to a SC will be those whom the Board has determined have no conflict of interest issues with Kwantlen and each of whom is otherwise independent o The Board may remove or replace a member at any time. o All members of the SC’s are considered voting members o Voting members will include <ul style="list-style-type: none"> - at least four Board members - the President - the Chair of the Board of Governors o Membership on a SC will be for a term of one year with the possibility of renewal 	<p>The members of the Appeals Tribunal shall be one student board member, one faculty or staff Board member and three appointed Board members.</p> <p>The Board may remove, replace or appoint additional members to the Appeal Tribunal at any time.</p> <p>A quorum for the conduct of an appeal is three.</p>	<p>The source of the proposed composition is the December resolution.</p> <p>Note that while the Board can modify the membership of the AT at any time, the Board or Chair would not be able to alter the composition of a quorum while an appeal is underway. This is because the law concerning procedural fairness requires that only a person who has heard the entire matter may participate in making a decision. The Board could <i>remove</i> a member during an appeal, but could not <i>add</i> a member.</p> <p>Setting the quorum at 3 allows an appeal to be conducted from the members of the AT even if 2 of the 5</p>

	<ul style="list-style-type: none"> o University staff may be named to attend meetings to act as a resource and/or carry out certain functions; however, they will not have a vote o The Chair of the SC may, as a result of a recommendation from the Committee, request the Board to make modifications to the membership 	<p>The appointments continue for the lesser of three years or as long as the member of the Appeals Tribunal remains a Board member, except as follows.</p> <p>If upon the expiry of his or her term as a Board member, an Appeals Tribunal member is participating in an appeal, the person remains a member of the Appeals Tribunal for the purposes of the subject appeal only and the Board may appoint an additional member to the Appeals Tribunal.</p>	<p>members do not participate due to conflict (see Conflict of Interest, below) or for any other reason and even if the Board appoints additional members to the AT.</p> <p>In contrast to the usual, appointments do not cease after one year. This is to accommodate completion of outstanding appeals and provide continuity.</p> <p>If, for example, a member of the quorum is removed from the AT by the Board for a reason other than expiry of the term, that member would lose their status and ability to continue to participate in an appeal. As set out below, the appeal could continue with the remaining members.</p>
EXEC. POS'NS	<ul style="list-style-type: none"> o Consistent with Board Policy 1.6, the Board Chair will appoint the Chair of each Standing Committee o Each Committee will elect a Vice-Chair from among the voting members o The Chair and Vice-Chair of each Standing Committee will serve for one year; the Board chair has the authority to extend the term of either position by an additional year 	<p>The Board Chair will appoint a Chair of the Appeals Tribunal.</p> <p>Where an appeal is conducted by a quorum of the Appeals Tribunal and the Chair is not part of the quorum, the members of the quorum conducting an appeal shall elect a Chair for the purposes of that appeal, in which case the references in the Procedures to the "Chair of the Appeals Tribunal" apply to the elected</p>	

		Chair.	
MEETING PROTOCOL	<p>PRIOR TO MEETINGS</p> <ul style="list-style-type: none"> o Meetings will be held at the call of the Chair of the SC o Meeting frequency will be determined by each SC except that each SC will meet at least four times per year o Meetings will not be held without an agenda and the agenda and related material must be provided to members at least five days in advance of a meeting; exceptions may be permitted at the discretion of the Chair o The Chair is responsible for ensuring that an agenda is prepared and will approve the agenda prior to distribution o Each agenda will include an item called "Issues & Concerns" in order to facilitate an informal exchange of issues and concerns between the committee and the president o All Board Members attending as observers as well as University staff who normally attend SC meetings will receive a copy of the agenda and related material unless the Chair directs otherwise, provided they advise the University Secretary of their attendance 	<p>The Appeals Tribunal will meet as required for the conduct of appeals.</p> <p>The meeting protocol in Board Policy does not apply to the conduct of appeals. An appeal is conducted in accordance with the Appeal Procedures set out in Appendix X</p>	<p>The process is so different than the usual process for meetings that it makes more sense to refer the reader to the Procedures.</p>
CONT'D	<ul style="list-style-type: none"> o Material related to the agenda must be circulated at the same time as the agenda in order for the 		

	<p>related agenda item to be discussed; exceptions may be permitted at the discretion of the Chair</p> <ul style="list-style-type: none"> o The University Secretary or designate will send notifications of all upcoming meetings to all Board members o SC members and any University staff who normally attend SC meetings are requested to advise the University Secretary whether or not they intend to attend an upcoming meeting, preferably no later than four days prior to a meeting <p>DURING MEETINGS</p> <ul style="list-style-type: none"> o A quorum will consist of 50% of the voting members except that the Board Chair's and the Chancellor's absence will not be counted against a quorum o SC members are normally expected to attend in person; however, members may, with reasons and the permission of the Chair, attend meetings by audio or video conference call o All SC members, whether present in person or by audio or video conference call or other electronic means, will be deemed to be present at the meeting o Members who miss more than 50% of meetings in any one academic year will be requested to resign from the SC 	<p>Appeals are conducted in private, except as permitted by the Appeals Tribunal conducting the appeal.</p> <p>A quorum for the conduct of an appeal is three. The decision of the majority is the decision of the Appeals Tribunal.</p> <p>If, after the commencement of an appeal, a member of the Appeals Tribunal is unable to continue to participate in that appeal, the remaining Appeals Tribunal member or members may complete the appeal and the decision is the decision of the Appeals Tribunal.</p>	<p>In practice it is likely that the Chair of the AT will decide which members of the AT conduct any given appeal. These terms are necessary to meet the procedural fairness requirement that "he who hears must decide".</p> <p>Theoretically, an appeal could conclude with a decision rendered by one member of the AT. In practice, reducing the number of decision makers in this fashion may give rise to procedural fairness issues, so would certainly not be recommended.</p> <p>The requirement that all participating decision-makers remain throughout is a key difference between an appeal and a regular meeting. In order to participate in a decision, all the decision-makers must hear <u>all</u> of the evidence and <u>all</u> of the argument. If, for example, a member of the AT had</p>
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	<p>o Board members who are not a member of a particular SC may attend any SC meeting on the understanding that the Board member will indicate their intent to attend to the University Secretary at least two business days in advance of the meeting</p> <p>o Meetings are held in camera; University staff or individuals from the community may be invited to attend a meeting to present information, answer questions about a particular agenda item, etc. but will be present only for that agenda item</p> <p>o In the absence of the SC Chair, the Vice Chair will chair a meeting; in the absence of both the SC Chair and Vice Chair, and providing there is a quorum, those members present shall choose a member present to chair the meeting</p> <p>o Where a vote is required, members will vote by a show of hands</p> <p>o Minutes will be kept of all meetings noting items discussed, decisions made and responsibilities attached to relevant items</p> <p>POST MEETINGS Minutes will be circulated to members within 10 business days of the date of the meeting</p>	<p>All members of the Appeals Tribunal participating in an appeal must be present for the entire appeal in order to participate in the decision.</p> <p>Decisions of the Appeals Tribunal are made in accordance with the Appeal Procedures set out in Appendix X.</p> <p>Minutes are not kept.</p>	<p>to miss a portion of the student-appellant's presentation, he or she could not return and continue as a decision-maker, even if the parties consent.</p> <p>I do not think it is necessary to deal with records retention in these TOR, but there should be a policy in place. I did not see that the existing record retention policy addresses this.</p> <p>Case-law says that a "judge's" notes are not subject to production, and the BC <i>FOIPPA</i> says judicial or quasi-judicial notes are not subject to that Act. But, if we do not want the RRP to cover this, and to be safe rather than destroy records, I suggest one-year which is the minimum under FOI and if anyone requested the records, resist their production.</p>
OPERATING PROC.	Standing Committees may develop their own operating procedures;	Appeals are to be conducted in accordance with the principles of natural justice and	

	however any such additional procedures must be consistent with the Common Terms of Reference.	procedural fairness, and in accordance with the Appeal Procedures set out in Appendix X	
CONFLICT OF INTEREST	With respect to any conflict of interest that may arise, Bylaw No. 5, "Board Conduct and Conflict of Interest and Board Policy 1.5 "Board Members' Code of Conduct" shall govern the conduct of all such meetings.	No member of the Appeals Tribunal may participate in an appeal if to do so would give rise to a conflict of interest or a reasonable perception of bias.	This applies to the selection of members to consider an appeal. Also, a conflict may arise during the course of an appeal, and, if so, the member with the conflict or about whom there is a reasonable apprehension of bias must discontinue participation.
ACCOUNT-ABILITY	<p>o SC's are expected to act within the requirements that follow from the SC's mandate as approved by the Board</p> <p>o SC's will develop and deal with their own agenda items as well as any other agenda items that are referred to them by the Board</p> <p>o Accountability to the Board will be accomplished in a number of ways:</p> <ul style="list-style-type: none"> - Minutes of each meeting will be provided to the full Board, normally as part of the agenda of the next Board meeting following the SC meeting - If requested by the Board Chair, the Chair of each SC will provide a brief report summarizing the highlights of any meetings since the last report to the Board - Items requiring Board discussion and/or approval will be referred to the Board for action <p>o Each SC will prepare an annual,</p>	<p>The Chair of the Appeals Tribunal shall annually report:</p> <ul style="list-style-type: none"> a. the number of appeals that have been heard and decided since the last report; b. a summary of each appeal that has been decided, prepared in a manner that is not likely to disclose the identity of the individuals involved, and that includes: <ul style="list-style-type: none"> (i) the decision, act or treatment that was the subject of the appeal; (ii) the grounds for the appeal; (iii) the relief sought by the Appellant; (iv) the disposition of the appeal; and c. the number of appeals that are pending where no decision has been rendered. 	

	<p>written report, according to a schedule established by the Board; the report will include the mandate of the SC, the goals for the prior year, accomplishments toward each of those goals and the goals for the upcoming year</p> <p>o As part of its annual report, each SC will participate in an annual self-assessment of performance against its mandate</p>		
RESOURCES	<p>o The University Secretariat will provide administrative resources to the SC's including the circulation of an agenda and related materials, preparation and circulation of minutes and related matters</p> <p>o Financial expenditures by a SC or any of its members may only be effected with the prior approval of the Chair of the Board</p>	Resources will be the provision of training and legal counsel to the Appeals Tribunal conducting an appeal.	

Draft

Board Procedures as Final Appeal Board – Non-academic Misconduct

A	General Procedures	Comments
1	These procedures govern an appeal of the President’s decision to discipline a student, made under Policy C.21 or under s. 61(1) of the <i>University Act</i> .	Note that the December resolution was re decision to “suspend a student, staff or faculty member”
2	The composition of the Appeals Tribunal is described in the Terms of Reference.	
3	A student (the “Student”) may request an appeal of a disciplinary decision by the President within 21 days of issuance of the President’s decision by delivering a Notice of Appeal to the attention of the Chair of the Appeals Tribunal, c/o the Board Secretary at (location), and to the Office of Student Judicial Affairs (“OSJA”).	21 days was suggested – this is more in accordance with rules of court, and may reduce requests for extensions. Need to identify the location of the Board secretary to act as “registrar”
4	All communications by the Student or the OSJA to the Chair or Appeals Tribunal are to be made through the Board Secretary unless specifically directed otherwise by the Chair of the Appeal Tribunal.	To prevent random and lost communications, promotes notice, and separation from decision-makers.
5	The grounds of appeal are: <ul style="list-style-type: none"> a. there was a procedural error that significantly prejudiced the decision; b. new information is made available, which could not have been available at the time of the original investigation, and that could reasonably reverse the outcome of the case; or, c. the Student disagrees with the decision on the grounds that it is excessive, unreasonable or unfair. 	These are the same as the grounds in the OSJA procedures.

6	<p>The Notice of Appeal must be in writing, signed by the Student, and include:</p> <ol style="list-style-type: none"> a. the decision being appealed; b. the grounds for the appeal; c. the facts relied upon; d. the relief sought; e. whether the Student wishes to conduct the appeal based upon written submissions or seeks an in-person hearing; f. if the Student seeks an in-person hearing, the names of any witnesses the Student wishes to call; and g. copies of any documents upon which the Student wishes to rely in the appeal. 	Emphasize the use of written appeals.
7	<p>Within 21 days of receipt of the request for appeal, the OSJA prepares and delivers to the Chair of the Appeals Tribunal and to the Student a Response to the Student's Notice of Appeal. The Response must be in writing and include:</p> <ol style="list-style-type: none"> a. a copy of the President's decision; b. a copy of the final report of the OSJA concerning the matter giving rise to the decision that is the subject of the appeal, if applicable; c. whether the OSJA wishes to conduct the appeal based upon written submissions or seeks an in-person hearing; d. if the OSJA seeks an in-person hearing, the names of any witnesses the OSJA wishes to call; and e. copies of any documents or electronic records upon which the OSJA wishes to rely. 	
8	<p>Within 7 days of receipt of the Response, the Student may deliver a Reply.</p>	

9	If the Appeals Tribunal concludes at any time that the appeal has no reasonable prospect of success, the appeal may be immediately dismissed.	“at any time”
10	<p>The Appeals Tribunal may determine the practice and procedure to be followed in an appeal, including modifying any procedure described herein. Procedural matters in the discretion of the Appeals Tribunal include:</p> <ol style="list-style-type: none"> a. whether to extend any time limits set out herein; b. whether to require disclosure or production of documents by one party to another; c. whether the appeal or any part of it shall be conducted on the basis of written submissions or by electronic means instead of an in-person hearing; and d. if an appeal is to be conducted by an in-person hearing, whether support persons or observers may attend the hearing of appeal, and whether the proceedings will be recorded by court reporter or other audio or visual means. 	This is a general power – to indicate that the AT is “master of its procedure”. Some specific examples are given, but this does not limit the general power.
11	The Chair of the Appeals Tribunal may determine any preliminary or procedural issues or designate another member of the Appeals Tribunal to do so, and a pre-hearing conference attended by the Student and the OSJA may be conducted for this purpose.	Using the Chair or a designated member simplifies procedural decision-making. A PHC is useful and nowadays nearly standard.
12	Following receipt of the Notice of Appeal, Response, and any Reply and after consulting the Student and the OSJA, the Chair of the Appeals Tribunal sets the hearing date or the schedule for delivery of written submissions and notifies the Student and the OSJA.	
13	The Student and the OSJA are entitled to legal representation throughout the appeal, including a hearing of appeal. The Appeals Tribunal may have separate counsel.	
14	If the Student or the OSJA fails to comply with a deadline under these procedures, fails to comply with an order of the Chair or a designated member of the Appeals Tribunal or fails to attend an oral hearing, the Appeals Tribunal may proceed to conduct the appeal or dismiss the appeal.	Flexibility for appeals that are abandoned, to be used carefully.

B	Procedure at a Hearing of Appeal	Ideally, “live” hearings will be rare.
1	The Chair introduces the Appeals Tribunal members and outlines the procedures to be followed.	
2	The hearing of the appeal (the “Hearing”) is conducted in private and is confidential. Witnesses will be excluded except as required to present evidence.	The AT may permit recording, etc.
3	The Student and the OSJA (or their legal counsel) may each provide a brief opening statement.	Some policies contain time limits, but “brief” will cover it.
4	The Student may then present evidence.	Standard.
5	Once the Student has completed his or her presentation of evidence, the OSJA may present evidence.	Standard.
6	In the event a Hearing is conducted with the attendance of witnesses, the questioning of witnesses is conducted as follows: <ul style="list-style-type: none"> a. the party calling the witness addresses questions to the witness (“examination”); b. the other party may then address questions to the witness (“cross-examination”); c. the party calling the witness may re-examine the witness; on any issues arising in cross-examination of that witness; d. the Appeals Tribunal may then address questions to the witness; e. the Student and the OSJA may then address further questions to the witness arising from the Appeals Tribunal members’ questions. 	Standard.
7	After the presentation of evidence by the Student and the OSJA, each may make closing submissions. The Student may reply to the OSJA’s submissions.	Standard.
8	In the event a party fails to attend a Hearing despite having had notice of the scheduled date and time of the Hearing, the Appeals Tribunal may proceed with the appeal in the absence of the party.	Allows the AT to make any decisions it could make if a party attended.

C	The Decision	
1	<p>The Appeals Tribunal may</p> <ol style="list-style-type: none"> a. allow the appeal in whole or in part; b. make any decision that the President could make with respect to the matter appealed; c. refer the matter to the President or to the OSJA with or without directions for reconsideration or investigation; or d. dismiss the appeal. 	Allows broad power to AT.
2	The Appeals Tribunal arrives at its decision on the basis of a majority vote of the members participating in the hearing.	
3	A decision is rendered in writing, signed by the members of the Appeals Tribunal. Where a member of the Appeals Tribunal does not agree with the decision of the majority, he or she shall provide written reasons for the dissent.	
4	The decision and any dissenting reasons will be delivered to the Student and to the OSJA.	
5	If a Student is expelled or suspended, the OSJA will so inform the Registrar, the Registrar's assistant, the Manger of Operations, Security, the Deans and their Operation Managers of which course the Student was attending and the Instructors.	In the Standard Operating procedures.
6	A copy of the decision of the Appeals Tribunal together with any dissent shall be kept in the Student Conduct Record.	This is in C21 and the Standard Operating procedures.

Draft

Board Procedures as Final Appeal Board – Non-academic Misconduct

A General Procedures

- 1 These procedures govern an appeal of the President's decision to discipline a student, made under Policy C.21 or under s. 61(1) of the *University Act*.
- 2 The composition of the Appeals Tribunal is described in the Terms of Reference.
- 3 A student (the "Student") may request an appeal of a disciplinary decision by the President within 21 days of issuance of the President's decision by delivering a Notice of Appeal to the attention of the Chair of the Appeals Tribunal, c/o the Board Secretary at (location), and to the Office of Student Judicial Affairs ("OSJA").
- 4 All communications by the Student or the OSJA to the Chair or Appeals Tribunal are to be made through the Board Secretary unless specifically directed otherwise by the Chair of the Appeal Tribunal.
- 5 The grounds of appeal are:
 - a. there was a procedural error that significantly prejudiced the decision;
 - b. new information is made available, which could not have been available at the time of the original investigation, and that could reasonably reverse the outcome of the case; or,
 - c. the Student disagrees with the decision on the grounds that it is excessive, unreasonable or unfair.
- 6 The Notice of Appeal must be in writing, signed by the Student, and include:
 - a. the decision being appealed;
 - b. the grounds for the appeal;
 - c. the facts relied upon;
 - d. the relief sought;
 - e. whether the Student wishes to conduct the appeal based upon written submissions or seeks an in-person hearing;
 - f. if the Student seeks an in-person hearing, the names of any witnesses the Student wishes to call; and
 - g. copies of any documents upon which the Student wishes to rely in the appeal.
- 7 Within 21 days of receipt of the request for appeal, the OSJA prepares and delivers to the Chair of the Appeals Tribunal and to the Student a Response to the Student's Notice of Appeal. The Response must be in writing and include:
 - a. a copy of the President's decision;
 - b. a copy of the final report of the OSJA concerning the matter giving rise to the decision that is the subject of the appeal, if applicable;

- c. whether the OSJA wishes to conduct the appeal based upon written submissions or seeks an in-person hearing;
 - d. if the OSJA seeks an in-person hearing, the names of any witnesses the OSJA wishes to call; and
 - e. copies of any documents or electronic records upon which the OSJA wishes to rely.
- 8 Within 7 days of receipt of the Response, the Student may deliver a Reply.
- 9 If the Appeals Tribunal concludes at any time that the appeal has no reasonable prospect of success, the appeal may be immediately dismissed.
- 10 The Appeals Tribunal may determine the practice and procedure to be followed in an appeal, including modifying any procedure described herein. Procedural matters in the discretion of the Appeals Tribunal include:
- a. whether to extend any time limits set out herein;
 - b. whether to require disclosure or production of documents by one party to another;
 - c. whether the appeal or any part of it shall be conducted on the basis of written submissions or by electronic means instead of an in-person hearing; and
 - d. if an appeal is to be conducted by an in-person hearing, whether support persons or observers may attend the hearing of appeal, and whether the proceedings will be recorded by court reporter or other audio or visual means.
- 11 The Chair of the Appeals Tribunal may determine any preliminary or procedural issues or designate another member of the Appeals Tribunal to do so, and a pre-hearing conference attended by the Student and the OSJA may be conducted for this purpose.
- 12 Following receipt of the Notice of Appeal, Response, and any Reply and after consulting the Student and the OSJA, the Chair of the Appeals Tribunal sets the hearing date or the schedule for delivery of written submissions and notifies the Student and the OSJA.
- 13 The Student and the OSJA are entitled to legal representation throughout the appeal, including a hearing of appeal. The Appeals Tribunal may have separate counsel.
- 14 If the Student or the OSJA fails to comply with a deadline under these procedures, fails to comply with an order of the Chair or a designated member of the Appeals Tribunal or fails to attend an oral hearing, the Appeals Tribunal may proceed to conduct the appeal or dismiss the appeal.

B Procedure at a Hearing of Appeal

- 1 The Chair introduces the Appeals Tribunal members and outlines the procedures to be followed.
- 2 The hearing of the appeal (the “Hearing”) is conducted in private and is confidential. Witnesses will be excluded except as required to present evidence.
- 3 The Student and the OSJA (or their legal counsel) may each provide a brief opening statement.
- 4 The Student may then present evidence.
- 5 Once the Student has completed his or her presentation of evidence, the OSJA may present evidence.
- 6 In the event a Hearing is conducted with the attendance of witnesses, the questioning of witnesses is conducted as follows:
 - a. the party calling the witness addresses questions to the witness (“examination”);
 - b. the other party may then address questions to the witness (“cross-examination”);
 - c. the party calling the witness may re-examine the witness; on any issues arising in cross-examination of that witness;
 - d. the Appeals Tribunal may then address questions to the witness;
 - e. the Student and the OSJA may then address further questions to the witness arising from the Appeals Tribunal members’ questions.
- 7 After the presentation of evidence by the Student and the OSJA, each may make closing submissions. The Student may reply to the OSJA’s submissions.
- 8 In the event a party fails to attend a Hearing despite having had notice of the scheduled date and time of the Hearing, the Appeals Tribunal may proceed with the appeal in the absence of the party.

C The Decision

- 1 The Appeals Tribunal may
 - a. allow the appeal in whole or in part;
 - b. make any decision that the President could make with respect to the matter appealed;
 - c. refer the matter to the President or to the OSJA with or without directions for reconsideration or investigation; or
 - d. dismiss the appeal.
- 2 The Appeals Tribunal arrives at its decision on the basis of a majority vote of the members participating in the hearing.
- 3 A decision is rendered in writing, signed by the members of the Appeals Tribunal. Where a member of the Appeals Tribunal does not agree with the decision of the majority, he or she shall provide written reasons for the dissent.
- 4 The decision and any dissenting reasons will be delivered to the Student and to the OSJA.
- 5 If a Student is expelled or suspended, the OSJA will so inform the Registrar, the Registrar's assistant, the Manger of Operations, Security, the Deans and their Operation Managers of which course the Student was attending and the Instructors.
- 6 A copy of the decision of the Appeals Tribunal together with any dissent shall be kept in the Student Conduct Record.



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

BOARD:

Regular

MEETING DATE:

20 June 2012

SCHEDULE NO.:

6.1

PRESENTED BY:

Shane King

BOARD ITEM

Issue: **Audited Financial Statements for the Year Ended March 31, 2012**

For Information: The Finance and Audit Committee reviewed the Kwantlen Polytechnic University Audited Financial Statements for the year ended March 31, 2012 and makes the following recommendation to the Board.

For Approval: **THAT the Board of Governors approve the Kwantlen Polytechnic University Audited Financial Statements for the Year Ended March 31, 2012.**

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2012

final draft

STATEMENT OF MANAGEMENT RESPONSIBILITY

The financial statements of Kwantlen Polytechnic University (“the University”) have been prepared by management in conformity with Canadian generally accepted accounting principles. The financial statements present fairly the financial position of the University as at March 31, 2012, and the results of its operations and the changes in its financial position for the year then ended.

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

The Board of Governors is responsible for reviewing and approving the financial statements, and overseeing management’s performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the financial statements principally through its Finance and Audit Committee. The Finance and Audit Committee meets with management and the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Finance and Audit Committee, with and without the presence of management.

The financial statements for the year ended March 31, 2012 have been reported on by KPMG LLP. The Independent Auditors’ Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation, in all material respects, of the information in the financial statements.

John McKendry
President and Vice-Chancellor

Gordon R. Lee
Vice President, Finance and Administration

June 20, 2012

INDEPENDENT AUDITORS' REPORT

To the Board of Governors and the Ministry of Advanced Education

We have audited the accompanying financial statements of Kwantlen Polytechnic University ("the University"), which comprise the statement of financial position as at March 31, 2012 the statements of operations, changes in net assets and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Kwantlen Polytechnic University as at March 31, 2012 and its results of operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Chartered Accountants

June 20, 2012

Burnaby, Canada

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position

Statement 1

March 31, 2012, with comparative figures for 2011

	2012	2011
Assets		
Current assets:		
Cash and cash equivalents	\$ 22,594,123	\$ 16,322,552
Short-term investments	3,060,941	1,898,410
Accounts receivable	3,450,869	4,514,327
Inventories	1,441,026	1,470,519
Prepaid expenses	1,136,492	1,108,354
	<u>31,683,451</u>	<u>25,314,162</u>
Long-term investments (note 3)	30,870,501	31,858,684
Other assets (note 4)	700,000	800,000
Capital assets (note 6)	177,652,686	180,322,074
	<u>\$ 240,906,638</u>	<u>\$ 238,294,920</u>
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 9,500,530	\$ 7,463,622
Current portion of obligations under capital lease (note 7)	108,689	203,279
Salaries and wages payable	4,255,534	3,733,987
Accrued vacation payable	8,461,447	8,214,603
Deferred revenue	9,813,540	10,215,869
	<u>32,139,740</u>	<u>29,831,360</u>
Obligations under capital lease (note 7)	17,343	113,501
Deferred capital contributions (note 8)	134,794,462	140,045,935
	<u>166,951,545</u>	<u>169,990,796</u>
Net assets:		
Invested in capital assets (note 9)	49,559,705	47,529,386
Internally restricted	24,847,164	21,218,411
Unrestricted	(2,951,776)	(2,943,673)
Endowment	2,500,000	2,500,000
	<u>73,955,093</u>	<u>68,304,124</u>
Commitments and contingencies (note 11)		
Employee future benefits (note 12)		
	<u>\$ 240,906,638</u>	<u>\$ 238,294,920</u>

See accompanying notes to financial statements.

Approved on behalf of the Board:

Chair

Vice President, Finance and Administration

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations

Statement 2

Year ended March 31, 2012, with comparative figures for 2011

	2012	2011
Revenue:		
Grants from Province of British Columbia	\$ 73,969,070	\$ 74,288,484
Other grants	-	1,900,536
Tuition fees	46,488,078	44,320,760
Access and other fees	4,694,735	3,879,950
Contract and other services	2,068,316	1,918,055
Interest, shop earnings and other income	4,562,433	3,463,156
Ancillary services	8,274,525	8,427,424
Amortization of deferred capital contributions (note 8)	5,230,299	4,901,407
	<u>145,287,456</u>	<u>143,099,772</u>
Expenses:		
Salaries and benefits	101,648,577	99,385,976
Travel and professional development	3,003,340	2,553,831
Supplies	3,386,664	4,012,841
Student awards and bursaries	785,710	767,726
Fees and services	6,116,116	5,672,183
Facilities	7,501,697	8,983,616
Cost of sales	5,160,482	5,144,079
Leases, property taxes and insurance	735,059	681,581
Amortization of capital assets	10,105,114	9,891,286
Contributions to Kwantlen Polytechnic University Foundation	1,193,728	1,257,208
	<u>139,636,487</u>	<u>138,350,327</u>
Excess of revenue over expenses	\$ 5,650,969	\$ 4,749,445

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Assets

Statement 3

Year ended March 31, 2012, with comparative figures for 2011

	Invested in capital assets (note 9)	Internally restricted	Unrestricted	Endowment	2012 Total	2011 Total
Balance, beginning of year	\$ 47,529,386	\$ 21,218,411	\$ (2,943,673)	\$ 2,500,000	\$68,304,124	\$63,554,679
Excess (deficiency) of revenue over expenses (note 9(b))	(4,874,815)	-	10,525,784	-	5,650,969	4,749,445
Net change in invested in capital assets (note 9(c))	6,905,134	-	(6,905,134)	-	-	-
Transfer to/from internally restricted net assets	-	3,628,753	(3,628,753)	-	-	-
Balance, end of year	\$ 49,559,705	\$ 24,847,164	\$ (2,951,776)	\$ 2,500,000	\$73,955,093	\$68,304,124

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows

Statement 4

Year ended March 31, 2012, with comparative figures for 2011

	2012	2011
Cash provided by (used in):		
Operations:		
Excess of revenue over expenses	\$ 5,650,969	\$ 4,749,445
Items not involving cash:		
Loss on disposal of capital assets	3,656	2,874
Amortization of capital assets	10,105,114	9,891,286
Amortization of deferred capital contributions	(5,230,299)	(4,901,407)
Changes in non-cash operating working capital:		
Accounts receivable	1,063,458	(3,557,619)
Inventories	29,493	(110,990)
Prepaid expenses	(28,138)	(46,532)
Accounts payable and accrued liabilities	2,036,907	(1,165,447)
Salaries and wages payable	521,547	605,664
Accrued vacation payable	246,844	83,816
Deferred revenue	(402,329)	772,493
	13,997,222	6,323,583
Investing:		
Other assets	100,000	100,000
Acquisition of capital assets	(7,439,381)	(10,243,868)
Proceeds from disposal of assets held-for-sale	-	4,576,507
Decrease (increase) in short-term investments	(1,162,531)	331,059
Decrease (increase) in long-term investments	988,183	(1,522,325)
	(7,513,729)	(6,758,627)
Financing:		
Contributions received for capital assets	402,531	4,042,963
Adjustment in contributions	(423,705)	-
Repayment of obligations under capital lease	(190,748)	(373,532)
	(211,922)	3,669,431
Increase in cash and cash equivalents	6,271,571	3,234,387
Cash and cash equivalents, beginning of year	16,322,552	13,088,165
Cash and cash equivalents, end of year	\$ 22,594,123	\$ 16,322,552

See note 6 for supplementary information on cash flows.

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements

Year ended March 31, 2012

1. Authority and purpose:

Kwantlen Polytechnic University (the "University") is a special purpose, teaching university funded by the provincial government and operates under the authority of the University Act of British Columbia. It offers career, vocational, developmental and academic programs from its Richmond, Langley and two Surrey campuses located in southwestern British Columbia. The University is exempt from income tax under the Income Tax Act.

The University is governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia (the "Province").

2. Significant accounting policies:

(a) Basis of accounting and presentation:

These financial statements are prepared in accordance with Canadian generally accepted accounting principles.

(b) Cash and cash equivalents:

Cash and cash equivalents are defined to include cash and highly liquid securities with original terms to maturity of three months or less when purchased and have been classified as held for trading and are carried at fair value, with any changes in fair value being recorded in the statement of operations.

(c) Short-term investments:

Short-term investments are defined to include short-term investments, with terms to maturity of greater than three months and less than one year when purchased, and have been classified as held for trading and are carried at fair value, with any changes in fair value being recorded in the statement of operations.

(d) Inventories:

Inventory of merchandise held-for-resale is stated at the lower of cost and replacement cost, with cost defined as weighted average cost.

(e) Long-term investments:

Long-term investments are defined to include investments, with terms to maturity of greater than one year, and have been classified as held for trading and are carried at fair value, with any changes in fair value being recorded in the statement of operations.

(f) Capital assets:

Capital assets purchased by the University are recorded at cost. Donated capital assets are recorded at their fair market value on the date of donation. Capital assets are amortized on a straight-line basis over their estimated useful lives as shown in the schedule below.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

2. Significant accounting policies (continued):

(f) Capital assets (continued):

Asset	Years
Buildings	40 years
Major renovations	10 years
Site improvements	10 years
Furniture and equipment	5 years
Library holdings	10 years
Vehicles	5 years

(g) Capital funding:

Capital funding from the Province, in the form of prepaid capital advances, is recorded by post-secondary institutions as deferred capital contributions and are amortized to revenue in order to match the expense generated through amortization of the capital assets acquired with the funds. Any debt obligations are the responsibility of the Province and are reported at the provincial level.

(h) Revenue recognition:

The University follows the deferral method of accounting for contributions. Unrestricted grants and contributions are recorded as revenue when received or receivable if the amounts can be estimated and collection is reasonably assured. Other unrestricted revenue, including tuition fees and sales of services and products, is reported as revenue at the time the services are provided or the products are delivered. Tuition fees received in advance of courses being delivered are deferred and are recognized to the extent the courses have been delivered.

Externally restricted contributions are reported as revenue when the restrictions imposed by the contributors on the use of the monies are satisfied as follows:

- (i) Non-capital contributions for specific purposes are recognized as revenue in the year in which the related expense is incurred.
- (ii) Contributions of or for the purchase of capital assets having a limited life are recognized as revenue on the same basis as the amortization expense related to the capital asset purchased is recorded. Where the capital asset involved is land to be held for use by the University, the contribution is reported as a direct increase in net assets invested in capital assets rather than as revenue.
- (iii) Endowment contributions are recorded as direct increases in endowment net assets in the period the contribution is received.

Investment income is recognized as revenue when it is earned.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

2. Significant accounting policies (continued):

(i) Pledges and contributed services:

Pledges from donors are recorded when payment is received by the University or the transfer of property is completed. The University acknowledges the substantial and significant services provided by its many volunteers. The value of these services is not recorded in the financial statements.

(j) Employee future benefits:

The University accrues its future obligations under employee benefit plans related to the supplemental employment benefit for faculty on maternity or parental leave. Vacation pay is accrued as it is earned by employees.

The University is a member of multi-employer pension plans and applies defined contribution plan accounting where expenses relating to the plans are recorded as the amounts are paid in accordance with the plan requirements.

(k) Financial instruments:

The University has classified cash and cash equivalents, short-term investments and long-term investments as held for trading, accounts receivable as loans and receivables and accounts payable and accrued liabilities as other financial liabilities. The University has not identified any embedded derivatives that are not closely related to the host contract and currently the University does not have any financial instruments that would qualify for hedge accounting.

The University has elected to continue to apply the financial instrument disclosure and presentation standards in accordance with Section 3861 in place of Handbook Sections 3862, *Financial Instruments – Disclosure*, and 3863, *Financial Instruments – Presentation*.

(l) Use of estimates:

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Significant areas requiring the use of management estimates relate to the determination of useful lives of capital assets for amortization and the amortization of related deferred capital contributions, accrued liabilities, valuation of accounts receivable, and provisions for contingencies. Actual results may differ from these estimates.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

2. Significant accounting policies (continued):

(m) Future changes in accounting standards:

Effective April 1, 2012, the University will transition to a new accounting framework which will include Public Sector Accounting Standards supplemented by directives from the Government of British Columbia's Treasury Board.

The transition to the new accounting framework will be applied on a retrospective basis. The University is reviewing the impact of these changes on the financial statements.

(n) Adoption of new accounting standards:

During the University's 2010 fiscal year, the Canadian Institute of Chartered Accountants ("CICA") announced that not-for-profit organizations could elect to continue to apply Handbook Section 3861, *Financial Instruments – Disclosure and Presentation*, in place of Handbook Sections 3862, *Financial Instruments – Disclosure*, and 3863, *Financial Instruments – Presentation*. The University has elected to continue to apply the financial instrument disclosure and presentation standards in accordance with Section 3861.

3. Long-term investments:

Long-term investments are comprised of various federal, provincial and municipal government and corporate bonds, with varying coupon rates ranging from 2.19% – 7.90% and maturity dates to December 2105.

	2012	2011
Government and corporate bonds:		
1 to 5 years	\$ 11,172,229	\$ 12,974,606
Greater than 5 years	17,605,815	15,957,505
	28,778,044	28,932,111
Securities	2,092,457	2,926,573
	\$ 30,870,501	\$ 31,858,684

4. Other assets:

During fiscal 2010, the University entered into an agreement with the City of Surrey sharing the costs of developing an artificial turf field at Newton Athletic Park. Kwantlen agreed to pay \$1,000,000 towards the total estimated cost. As part of the agreement, the University has, at no cost, unrestricted use of the turf at scheduled times and priority booking rights at other times. The turf is expected to have a life span of approximately ten years before the turf surface will need to be replaced. As at March 31, 2012, \$100,000 (2011 - \$100,000) has been included as prepaid expenses and \$700,000 (2011 - \$800,000) has been included as other assets.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

5. Capital management:

The University receives its principal source of capital funds from the Ministry of Advanced Education ("AVED"). The University defines capital to be net assets and deferred capital contributions.

The University's objective when managing capital is to fund its operations and capital asset additions. The University manages the capital structure in conjunction with the AVED making adjustments based on available government funding and economic conditions. Currently, the University's strategy is to monitor expenditures to preserve capital in accordance with budgeted funding granted by the AVED.

The University is not subject to debt covenants or any other capital requirements.

6. Capital assets:

			2012	2011
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 20,039,845	\$ -	\$ 20,039,845	\$ 20,039,845
Buildings	195,204,665	52,997,707	142,206,958	146,700,269
Major renovations	1,587,942	158,794	1,429,148	1,131,850
Site improvements	941,195	763,745	177,450	217,844
Furniture and equipment	41,600,726	33,442,061	8,158,665	9,815,796
Library holdings	5,906,096	3,160,127	2,745,969	2,393,881
Vehicles	45,176	31,624	13,552	22,589
Construction in progress	2,881,099	-	2,881,099	-
	\$ 268,206,744	\$ 90,554,058	\$ 177,652,686	\$ 180,322,074

During the year, capital assets were acquired at an aggregate cost of \$7,439,381 (2011 - \$10,243,868), of which nil (2011 - nil) was acquired by means of capital leases.

Assets with a net book value of \$3,656 (2011 - \$2,874) were disposed of during the year.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

7. Obligations under capital lease:

The University has entered into capital leases to finance computing equipment at an estimated cost of borrowing of 3.71% per annum. The principal and interest payments are as follows:

	2012	2011
Total minimum lease payments	\$ 130,433	\$ 333,712
Imputed interest	(4,401)	(16,932)
	126,032	316,780
Current portion of obligations under capital lease	108,689	203,279
	\$ 17,343	\$ 113,501

As at March 31, 2012, the University was committed to payments under capital leases, including imputed interest as follows:

	2012	2011
2012	\$ -	\$ 203,279
2013	112,874	112,874
2014	17,559	17,559
	\$ 130,433	\$ 333,712

8. Deferred capital contributions:

Deferred capital contributions related to capital assets represent the unamortized amount used to purchase capital assets and the unspent amount of donations and grants received for the purchase and improvements of capital assets. The amortization of capital contributions is recorded as revenue in the statement of operations.

	2012	2011
Balance, beginning of year	\$ 140,045,935	\$ 137,302,162
Contributions received	402,531	4,042,963
Adjustment in contributions	(423,705)	-
Net increase from disposal of assets held-for- sale	-	3,602,217
Amortization of deferred capital contributions (note 9(b))	(5,230,299)	(4,901,407)
Balance, end of year	\$ 134,794,462	\$ 140,045,935

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

8. Deferred capital contributions (continued):

The balance of deferred capital contributions is comprised of the following:

	2012	2011
Unamortized capital contributions (note 9(a))	\$ 127,966,949	\$ 132,475,908
Unspent contributions	6,827,513	7,570,027
Balance, end of year	\$ 134,794,462	\$ 140,045,935

9. Invested in capital assets:

(a) Net assets invested in capital assets are calculated as follows:

	2012	2011
Capital assets	\$ 177,652,686	\$ 180,322,074
Amounts financed by:		
Unamortized capital contributions (note 8)	(127,966,949)	(132,475,908)
Obligations under capital lease (note 7)	(126,032)	(316,780)
	\$ 49,559,705	\$ 47,529,386

(b) Deficiency of revenue over expenses:

	2012	2011
Amortization of deferred capital contributions (note 8)	\$ 5,230,299	\$ 4,901,407
Less amortization of capital assets	(10,105,114)	(9,891,286)
Deficiency of revenue over expenses	\$ (4,874,815)	\$ (4,989,879)

(c) Net change in invested in capital assets:

	2012	2011
Acquisition of capital assets	\$ 7,439,381	\$ 10,243,868
Disposal of capital assets	(3,656)	(2,874)
Amounts funded by deferred capital contributions	(721,339)	(3,271,180)
Repayment of obligations under capital lease	190,748	373,532
Increase in invested in capital assets	\$ 6,905,134	\$ 7,343,346

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

10. Kwantlen Polytechnic University Foundation:

The Kwantlen Polytechnic University Foundation (the "Foundation") was incorporated in 2000 under the Society Act (British Columbia). The purpose of the Foundation is to administer the University's endowment funds, help raise funds for the benefit of the University, and provide financial support to the University and its students. The University has an economic interest in the Foundation. The University also has significant influence over the Foundation by virtue of its representation on the Board of the Foundation, sharing of managerial personnel and the University paying for the operating expenses of the Foundation.

The net assets and results of operations of the Foundation are not included in the financial statements of the University. A financial summary as at and for the year ended March 31, 2012, based on unaudited financial statements of the Foundation, is as follows:

	2012	2011
Financial position		
Total assets	\$ 13,447,314	\$ 11,447,813
Total liabilities	95,302	300
Total net assets	\$ 13,352,012	\$ 11,447,513
Result of operations		
Total revenue	\$ 3,669,336	\$ 3,832,967
Total expenses	1,764,837	1,795,787
	\$ 1,904,499	\$ 2,037,180

During the year ended March 31, 2012, the Foundation paid awards to students of the University in the amount of \$1,275,321 (2011 - \$1,514,151). Included in accounts payable on the statement of financial position of the University is \$94,405 (2011 - \$200,170 payable) due to the Foundation relating to these awards.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

11. Commitments and contingencies:

- (a) There are several lawsuits pending in which the University is involved. It is considered that the potential claims against the University resulting from such litigation would not materially affect the financial statements of the University.
- (b) The University has committed to the renovation of the former Trades building at the Langley campus to relocate the Faculty of Community and Health Studies. The University will be funding the project budgeted at \$7 million. The project is expected to be completed by the end of June 2012.
- (c) As at March 31, 2012, the University had \$10,000 (2011 - \$10,000) in letters of credit outstanding, which are secured by term deposits as required by the financial institution.
- (d) The University has the ability to draw on a line of credit of \$7,000,000 (2011 - \$7,000,000). As at March 31, 2012, the University has not utilized the available line of credit.

12. Employee future benefits:

- (a) The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trusted pension plans. The boards of trustees for these plans represent plan members and employers and are responsible for the management of the pension plan, including investment of the assets and administration of benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are defined. The College Pension Plan has about 13,000 active members from college and special purpose, teaching university senior administration and instructional staff and approximately 5,000 retired members. The Municipal Pension Plan has about 173,000 active members, with approximately 5,600 from colleges and special purpose, teaching universities.

Every three years an actuarial valuation is performed to assess the financial position of the plan and the adequacy of the plan funding. The most recent valuation for the College Pension Plan as at August 31, 2009 indicated an unfunded liability of \$28 million for basic pension benefits. The next valuation will be as at August 31, 2012 with results available in 2013. The most recent valuation for the Municipal Pension Plan as at December 31, 2009 indicated an unfunded liability of \$1,024 million for basic pension benefits. The next valuation will be as at December 31, 2012 with results available in 2013. The actuary does not attribute portions of the unfunded liability to individual employers. The University has expensed \$7,066,293 for employer contributions to the plans in fiscal 2011/2012 (2010/11 - \$6,752,757).

- (b) Maternity or parental leave:

The University provides supplemental employee benefits for faculty, staff, or administration on maternity or parental leave. For the duration of the leave, employees on maternity or parental leave receive a supplemental payment added to employment insurance benefits. Employer-paid benefits also continue to be paid on the employees' behalf. The University has expensed \$422,744 in fiscal 2011/2012 (2011 - \$506,847). As at March 31, 2012, the University has in obligations \$223,068 (2011 - \$329,992), which has been included in salaries and wages payable.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

Year ended March 31, 2012

13. Related parties:

The University is related through common ownership to all Province of British Columbia ministries, agencies, Crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

14. Financial instruments:

The University's financial instruments, including cash and cash equivalents, short-term investments and long-term investments have been recorded at their fair value.

Accounts receivable have been classified as loans and receivables and are measured at amortized cost. Accounts payable and accrued liabilities, salaries and wages payable and accrued vacation payable have been classified as other financial liabilities and are measured at amortized cost. Accounts receivable, accounts payable and accrued liabilities, salaries and wages payable and accrued vacation payable, approximate their fair values due to their immediate or short term to maturity.

15. Comparative figures:

Certain comparative figures have been reclassified to conform with the current period presentation.

Issue: **Re-appointment of Auditors**

For Information: The Board of Governors appointed KPMG as Kwantlen Polytechnic University's external auditors at its November 24, 2010 meeting. As required by the *Selection and Appointment of Auditors Policy & Procedures*, the Board Finance & Audit Committee must appoint the auditors annually.

Normally a competitive bid process will occur every five years. The firm identified in this bid process is recommended to the Board for approval by the Finance & Audit Committee. As noted above, this occurred November 24, 2010.-

For Approval: **THAT the Board of Governors re-appoint KPMG as Kwantlen Polytechnic University's external auditors.**

Report to Senate

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

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) (I) "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.

The 'Board-Senate Task Force on Bicameral Governance' addressed the issues associated with budget development over a number of meetings. The purposes underlying the work done at this level was to increase the level of transparency, openness and accountability.

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 20th, 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).

The Board will instruct university administration to continue the process of educating the SSCUB about the budget process.

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.

The Board will instruct university administration to provide the SSCUB with all budget materials (except for those relating to personnel matters) in a timely manner.

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.

In future budget proposals, contingency funds will be explicitly identified.

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

The underestimation of surpluses is a sound financial practice and will continue. Given proposed provincial funding cuts, these surpluses will be smaller and they may disappear. The allocation of year-end surpluses is limited by the provincial government to capital expenditures. These must be approved by the Board of Governors. University Administration will provide the SSCUB with information on proposed capital allocations from year-end surpluses so that SSCUB can provide its comments to Senate.

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.

The future ease of understanding degree cycles and development processes is largely contingent on the evolution of a 'costing model' that is more typical of university operations and gives a complete look at all direct/indirect costs of a proposed degree from the first stages of development through complete implementation. It is not the timeline that should be at issue here because the costing process should begin at the inception stage and, consequently, the developers/authors of the degree proposal will through time become much more aware of cost implications, albeit in mature, conventional universities there are a lot of faculty members that are quite unfamiliar with true costs.

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.

To date, Senate has not provided the Board with a ranked list of priorities. An institutional strategic plan should help here.

Metrics

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

The Board has been informed that Finance Services is working this summer to develop a management accounting system that will provide us with program costing. This will support the development of benchmarks and comparisons between operating units.

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.

In accordance with the Act: Section 27(2)(1) and particularly Section 62(2): The president must prepare and submit to the board and annual budget in consultation with the appropriate standing committee of the senate.

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.

It is responsibility of the Board of Governors to manage the affairs of the institution in conjunction with the Executive Administration. The University is not permitted to run 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.

The Board agrees that amalgamation should result in efficiencies in the medium to long term. The approval of status quo budgets for 2012-2013 supports the one-time costs of amalgamation.

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.

This takes SSCUB beyond its role or the role contemplated or prescribed in the Act. This is not the job of Senate rather the job of Finance, the Administration, and the President. Such things can and should be an integral part of the budget package presented by the President as per the Act.

Observations

Research

Research received no new funding.

The question of research mandate requires discussion and direction:

- Research is optional under *The University Act*,
- Active involvement in research is often positioned as vital to good teaching;
- Research is fundamental to applied teaching and thus part of our polytechnic mandate; and,
- Research generates revenue and is thus potentially self sustaining or a net contributor.

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

The institutional strategic plan should help inform KPU's commitment to research.

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.

The university intends to engage in a restart of continuing education. The institution's strategic plan should help inform KPU's commitment to continuing education.

Recurring Themes

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

SSCUB should reference the Act as they have the ability to advise the Board or make a recommendation to the Board about physical plant matters.

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

Decentralizing IT infrastructure on a Faculty basis would increase costs and is not supported by the Board.

Acknowledgements

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

Appendix I

SSCUB'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.

In principle, the Board agrees with this recommendation. Future funding reductions may result in difficult choices for KPU. The university may need to slow the implementation of new programs or to reallocate existing budgets to fund them.

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 institutional priorities may not be met by Asks that originate in a discrete service area or faculty (i.e. Continuing Education and IET).

A strategic plan will inform the development of the 2014-2015 budget. Until then, we shall have to develop the budget based on current commitments and priorities.

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”¹ 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.

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

Recommendation

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

See previous comments on the Faculty of "Arts". Significant budget allocations, whether within or across faculties, will be brought to the SSCUB for review and comment.

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

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. “

The Board has asked the President to address the issues outlined by Senate concerning the development and implementation of the Biology degree program.

The Board is committed to continue funding for degree programs approved as part of this budget and has directed the President to ensure that in developing future budgets, students who begin their degree programs have the opportunity to complete them.

The Board has been informed that university administration is developing plans to address reductions in provincial funding. These plans will be presented to Senate and the Board in due course.

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



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

BOARD:

MEETING DATE:

SCHEDULE NO.:

PRESENTED BY:

Regular

20 June 2012

6.4

Shane King

BOARD ITEM / Finance and Audit Committee

Issue: **Investment Policy Revision**

For Information: The Board approved posting the *Management and Investment of University Funds Policy & Procedures (E11)* for University comment at its March 28, 2012 meeting. Since no comments were received, it was re-posted at the Notice of Motion stage for two weeks. No comments were received. Therefore, it comes to the Board for final approval.

For Approval: **THAT the Board of Governors approve the *Management of Endowed University Funds Policy and Procedures (E11)*.**

	Policy History
Policy No. E11	Revised: 12 06 20
Approving Jurisdiction Board	Reviewed:
Signed By Gord Schoberg, Board Chair	Effective: 1990 08 22
Administrative Responsibility Vice-President, Finance and Administration	Approved: 1997 07 24

MANAGEMENT AND INVESTMENT OF UNIVERSITY FUNDS POLICY

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

	Procedure History
Procedure No. E11	Revised: 12 06 20
Approving Jurisdiction Board	Reviewed:
Signed By Gord Schoberg, Board Chair	Effective: 1990 08 22
Administrative Responsibility Vice-President, Finance and Administration	Approved: 1997 07 24

MANAGEMENT AND INVESTMENT OF UNIVERSITY FUNDS PROCEDURES

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

The purpose of these guidelines are to provide the investment framework by which the assets of the Kwantlen Polytechnic University portfolio will be managed. Kwantlen Polytechnic University is a post-secondary institution, the revenues of which are non-taxable.

a) Management Responsibility:

Management Responsibility for the investment program is hereby delegated and restricted to the Finance and Audit Committee of the Board, which shall establish and maintain procedures for the operations of the investment program consistent with this investment policy. The VP Finance & Administration (and designates) has operational responsibility for the day to day management of University Investments.

b) Investment Principles:

- 1) The principal value of each investment must be protected.
- 2) The return of investment should be maximized, given that consideration of risk is the overriding factor.
- 3) The investment portfolio should be diversified.

Accordingly, the investment objectives of the portfolio are:

- 1) to achieve a growth of capital which is equal or greater than the rate of inflation;
- 2) to provide adequate income to augment cash disbursements;
- 3) to maintain a proper balance between meeting cash flow requirements and preserving the capital for future requirements;
- 4) to achieve returns in excess of 50% DEX Short Term Bond Index (which represents bonds 1-5 years) and 50% DEX Mid Term Bond Index (which represents bonds 5-10 years) benchmarks.

c) Ethics and Conflict of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Investment employees and officials shall disclose any material financial interests in financial institutions and/or investment dealers that conduct business with Kwantlen Polytechnic University. 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.

d) The following asset classes will be eligible for investment in the portfolio:

- 1) Securities of Canada or a province;
- 2) Guaranteed Investment Contracts or equivalent financial instruments of insurance companies, trust companies, banks or corporations, or funds which invest primarily in such instruments; cash, or money market securities issued by governments or corporations.

e) Constraints by Asset Class

1. Fixed Income

- Bonds
 - Minimum BBB rating
 - 50% minimum in government issue
 - 10% maximum in any one issuer (other than government)
 - Maximum term of single investment generally not to exceed ten years less a day

Credit Rating	Percent (Market Value)
A or above	50% to 100%
A or below	0% to 10%
BBB	0% to 10%
Below BBB	0%

2. Cash and Equivalent

- Money market securities must be rated R-1 high or middle; those whose ratings fall below this shall be removed from the portfolio as soon as practicable
- Maximum term of single investment not to exceed ten years less a day

3. Equities

- Mutual Funds - 10% maximum in any one issuer

4. Derivative Products

- Not permitted

f) Reporting Requirements

- 1) Quarterly reporting on investments will be required by Kwantlen Polytechnic University.
- 2) On a semi annual basis, the Finance and Audit Committee of the Board of Governors requires a statement:

- a. That the investment company(s) acknowledges that they have, in managing the University's investment funds, followed the Investment Policy of the Board of Governors.
- b. That provides a summary of the returns earned on the funds invested through you, at the 6 month, 1 year and 5 year mark.

g) Investment portfolio may be evaluated and audited at the discretion of Kwantlen Polytechnic University.

BOARD ITEM / Student and Academic Experience Committee

Issue: **Program Discontinuance: Integrated Pest Management**

For Information: The Student and Academic Experience Committee considered the request to discontinue the Integrated Pest Management Program and, while it did not have quorum, the Committee recommended discontinuance of the program to the Board for approval.

A briefing note on the Discontinuance of the Integrated Pest Management Program is attached for information. This discontinuance of this program has been approved at the Senate Standing Committee on Academic Planning & Priorities on February 17, 2012 and at Senate on March 26, 2012.

For Approval: **THAT the Board of Governors approve the discontinuance of the Integrated Pest Management Program.**

School of Horticulture

MEMORANDUM

TO: Senate Standing Committee on Academic Planning and Priorities
FROM: David Davidson, Associate Dean
DATE: March 15, 2012
SUBJECT: ***Discontinuance of the Bachelor of Science in Integrated Pest Management (B. Sc. IPM) degree***

The School of Horticulture requests that Senate discontinue the Bachelor of Science in Integrated Pest Management (B. Sc. IPM) program.

The discontinuance of the B. Sc. IPM was approved by the Horticulture Curriculum Committee on November 16, 2011 and endorsed by the Faculty of Science and Horticulture Faculty Council on November 18, 2011. On February 1, 2012 the discontinuance was approved by the Senate Standing Committee and subsequently discontinuance was approved by the Senate Standing Committee on Academic Planning and Priorities on February 17, 2012.

The IPM degree was approved by DQAB in 2006 after an external review. The program first appeared in the calendar in 2007 and continued to appear in the calendar until the most recent edition. Applications to the program were accepted from 2007 until 2009. In 2010 the calendar description notified students of a major revision with the development of the Bachelor of Horticulture Science degree. Despite accepting students Kwantlen failed to provide the capital or operating funds required for implementation as specified in the program concept.

Discontinuing the B. Sc. IPM program at this time does not have any budget or resource implications for the School of Horticulture. No operating budget was or is assigned to this program. No faculty assignments are linked to this program. No staff assignments are linked to this program.

Students who entered the B. Sc. IPM have been accommodated in two ways. Some have been offered tuition credits towards completion of other Kwantlen programs. All students who wish to complete the Plant Health degree will be able to use any course that was part of the IPM curriculum but not part of the Plant Health curriculum by applying for course substitutions. The Bachelor of Horticulture Science in Plant Health includes the key outcomes from the IPM degree but is more closely linked to the Horticulture Technology Diploma programs.



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Board: *Student & Academic Experience
Committee*
Meeting Date *20 June 2012*
Schedule No.: *7.2*
Presented by: *Don Hlus*

BOARD ITEM / Student & Academic Experience Committee

Issue: **Music Foundation Certificate Discontinuance**

For Information: The Student and Academic Experience Committee considered the request to discontinue the Music Foundation Certificate and, while no quorum was present, referred the proposal for discontinuance to the Board for approval.

A briefing note on the Discontinuance of the Music Foundation Certificate is attached for information. This discontinuance of this program has been approved at the Senate Standing Committee on Academic Planning & Priorities on June 15, 2012 and will be approved at Senate on June 25, 2012.

A briefing note on the Discontinuance of the Music Foundation Certificate is attached for information.

For Approval: **THAT the Board of Governors approve of the discontinuance of the Music Foundation Certificate as of August 31, 2012, subject to Senate's approval.**

From: **Mazen M. Guirguis**
Special Advisor to the Vice-President, Academic and Provost
Diane Naugler
Associate Dean

To: **Faculty of Humanities Standing Committee on Curriculum**

Date: **March 15, 2012**

Re: **Motion to Discontinue the Music Foundation Certificate**

Background

The Music Foundation Certificate is a one-year, two-semester credential totaling 30 credits. Essentially a pre-university program, it is designed to give talented but technically deficient students a thorough grounding in the essential elements of music history theory, aural musicianship, rhythm skills and performance—thus enabling them to undertake university-level music studies. The Foundation Certificate was designed to work in conjunction with various Diplomas in Music (two-year programs totalling 60–74 credits, depending on the stream).

Several years ago, Kwantlen's Department of Music started to develop a Major in Music. The *Bachelor of Music in Musical Arts* (BMMA) is what resulted from these efforts. It has now been approved and is scheduled to launch in the fall of 2012.

In developing the BMMA, the Music Department made a conscious decision to refocus its pedagogy on university-level offerings, which is in keeping with Kwantlen's changed status and new mandate. Given the relatively high cost of Music programs, resources that were once devoted to the basic training of the Foundation Certificate can now be used to fund the BMMA. Students who are not yet ready to study Music at the university level may still receive elementary instruction at institutions like Douglas College and Vancouver Community College. The Provost's Office has been consulted and is aware of this decision.

In considering the motion below, please note the following:

1. The Department of Music and the Faculty of Humanities Curriculum Committee have approved the discontinuation of the Music Foundation Certificate (in conjunction with the approval and launch of the Bachelor of Music in Musical Arts).
2. The Department of Music is committed to providing all students enrolled in the Certificate the opportunity to successfully complete their studies. All students registered in the program will be contacted for a meeting with the Music Department Chair and/or a program advisor to develop a plan of completion.
3. All issues related to faculty workload will be dealt with according to the Collective Agreement.

Motion to Discontinue the Music Foundation Certificate

For the reasons mentioned above, it is moved:

That the Music Foundation Certificate be discontinued as of August 31st, 2012.



Board: *Student & Academic Experience Committee*
Meeting Date *20 June 2012*
Schedule No.: *8.1*
Presented by: *Christine Crowe, Ann-Marie McLellan, Sarah Hickinbottom*

BOARD ITEM / Finance & Audit Committee/ Student & Academic Experience Committee

Issue: **Bachelor of Arts, Minor in Education Full Program Proposal (FPP)**

For Information: The Finance & Audit Committee reviewed the FPP from a budgetary perspective and recommended it to the Board for approval

While the Student and Academic Experience Committee did not have quorum, it considered the request to approve the FPP Bachelor of Arts, Minor in Education and forwarded it to the Board for approval.

Senate approved the FPP at its May 28, 2012 meeting.

A summary document is attached for information.

For Approval: **THAT the Board of Governors approve the Bachelor of Arts, Minor in Education Full Program Proposal.**

Full Program Proposal

Bachelor of Arts
Minor in Education

DRAFT

Department:

Educational
Studies

Faculty:

Academic & Career
Advancement

Kwantlen

Polytechnic
University

(February 2012)

Part 1 - Executive Summary (2 – 3 pages in length)

a) *An overview of the organization's history, mission and academic goals*

Founded as a community college for the South Fraser Region in 1981, subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has provided outstanding undergraduate education for more than twenty-five years. Undergraduate degrees have been offered at Kwantlen since 1996, along with a wide area of diplomas, associate degrees, certificates, and citations in different fields of study. Designated Kwantlen Polytechnic University in 2008, the institution continues to prepare its students for successful careers as well as helping them develop the skills and critical awareness to be responsible citizens and community leaders. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia.

Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, Kwantlen takes up its role as B.C.'s polytechnic university by offering in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic. As a leader in innovative education, Kwantlen creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at Kwantlen is learner-focused, academically rigorous, innovative, interdisciplinary, and socially responsible.

Arising from its commitment to serve the Fraser Region, Kwantlen offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to achieve the highest standards of academic performance. Access and support services, multiple entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences, and continuing education are also part of Kwantlen's commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

See final mission & mandate document at: <http://www.kwantlen.ca/mission/mission-mandate.html#>.

b) *Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study*

Bachelor of Arts, Minor in Education.

c) *Location*

The B.A. Minor in Education will be offered primarily on Kwantlen's Surrey campus, with select courses being offered on Richmond and Langley campuses, and on-line.

d) Faculty(ies) or school(s) offering the proposed new degree program

The Department of Educational Studies, Faculty of Academic and Career Advancement.

e) Anticipated program start date

Fall 2013.

f) Anticipated completion time in years or semesters

Students engaged in full-time study will be able to complete a B.A. in four years. The Minor in Education consists of eight courses and therefore constitutes approximately 2 semesters worth of that time over the four years.

To ensure accessibility to students for the Minor courses, we will be offering 4 of the 5 new courses within an academic year. Educational advisors will advise students so they can plan accordingly. The provision of an annual timetable (to be available on the EDST website one year in advance) will enable students to plan further.

g) A summary of the proposed program

The B.A. Minor in Education is designed to equip students with a basic theoretical and practical understanding of the field of education. The purpose of the program is to provide opportunities for students to develop a background in teaching and learning to pursue the many occupations that involve teaching as part of their daily tasks in today's knowledge-based economy, or to explore their interest in pursuing a Teacher Education program or Graduate Studies in Education. It will also provide access to undergraduate courses in Education that are now required prerequisites for application to Teacher Education programs in British Columbia (e.g., SFU, UFV¹).

In the first year, students will be required to take Introduction to Higher Education (EDUC 1100) in order to develop the appropriate attitudes and dispositions towards interdisciplinary scholarly inquiry that studies in Education require. In the second year, students will take introductory courses in Educational Psychology (EDUC 2220) and Educational Philosophy (EDUC 2210) to provide them with a foundational understanding of major issues, theory, and research in the field. The third year involves exploration of theoretical and practical issues related to specific aspects of student development, teaching, learning, and curriculum. The fourth year involves in-depth investigations that focus on the theoretical and practical intersections of teaching and learning.

The B.A. Minor in Education **aims** to 1) provide students with a deeper philosophical and theoretical understanding of the field of education, themselves, others, and community in multicultural societies; and 2) support students in developing basic instructional skills through an applied learning focus. The program embodies the **core values and vision of Kwantlen** by providing students with broad interdisciplinary learning experiences that facilitate critical awareness, cultural sensitivity, social responsibility, civic engagement, and global citizenship through a program of education based on mentorship, discovery, purposefulness, and learner autonomy.

¹ SFU weblink: <http://www.educ.sfu.ca/teachersed/pdp/students.html>

UFV weblink: http://www.ufv.ca/teachereducation/become_a_teacher.htm

The goals of the B.A. Minor in Education are to produce graduates who have a solid knowledge base in education, including the requisite instructional and interpersonal skills and abilities, to enhance their **employment opportunities** in fields that demand such knowledge and skills (e.g., teaching, social work, management, etc.), and to provide them access to **opportunities for graduate studies** in Education. The B.A. Minor in Education program also is designed to ensure strong **linkages between learning outcomes and curriculum design** as described more fully in the next section.

Delivery methods. The program allows for both traditional and innovative delivery methods (e.g., face-to-face, mixed-mode, on-line) and flexible offerings (full-time, part-time, evening, weekend, and summer).

Program strengths. The program is unique and innovative. First, it reflects KPU's polytechnic mandate that emphasizes a balance between theory, practice and applied experiences. Second, it is the only B.A. Minor in Education program in B.C. It also offers students the choice to concentrate their studies in a key education area (*Curriculum and Instruction* Concentration or *Social Justice and Diversity* Concentration), or develop their own course of studies (*General* program). The program will: 1) provide a well-rounded education in theory and related practice, including a strong reflective component in which students will have the opportunity to determine if they have the personal strengths and abilities to flourish in education-related careers; 2) augment their chosen degree program by providing students tangible, practical interpersonal skills that can benefit them in a variety of settings; 3) capitalize on existing resources by utilizing courses already in existence across departments to incur minimal costs to the university, and 4) provide students with an interdisciplinary, applied degree.

Support and recognition. The degree requires no regulatory or professional bodies because it is at the level of a Minor. Major regional post-secondary institutions (e.g., SFU, UFV²) have already approved transferability of all the Education courses developed to date (5 of 10 courses) and we anticipate the others will transfer as well. Most of the other developed courses that are part of the program (e.g., English courses) are also transferable. See **Appendix C** for all course listings and transferability status.

Related programs in B.C. The courses that comprise the Minor are offered at other post-secondary institutions (e.g., SFU, UBC, UFV, UVIC).

Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

Dr. Christine Crowe, Dean, Faculty of Academic and Career Advancement.

Christine.Crowe@kwantlen.ca

Telephone: 604-599-2388

Dr. Ann-Marie McLellan, Faculty Member, Department of Educational Studies, Faculty of Academic & Career Advancement. Ann-Marie.McLellan@kwantlen.ca

Telephone: 604-599-2428

² UBC Faculty of Education does not accept transfer courses from any institution.

Part 2 – Degree Content

Aims and outcomes: The overarching purpose of the B.A. Minor in Education is to provide students with a strong theoretical and practical understanding of the field of education. Students will: 1) develop a deep understanding of the broader purposes of education in democratic, multicultural societies; 2) gain insight into the inescapable link between theory and practice; 3) learn about key theoretical and philosophical concepts as they relate to contemporary educational scholarship and practice; 4) develop an understanding of learning as a process of enculturation; 5) develop a critical awareness of schooling as a political and social structure; 6) test their own ideas about teaching, curriculum, and classroom practices; and 7) record and assess their practical experiences to construct their own sense of identity as educators. These outcomes will be achieved through courses that focus on theory, research, applied learning activities, and practical experience. As volunteer or related work experience is a requirement for entrance into Teacher Education programs, students will also be encouraged to take part in community volunteer work in school and/or social service settings, as well as co-op, practicum or community-service based courses that exist within each of their major disciplines. The curriculum, discussed below, is designed to ensure that students who achieve these learning outcomes will be able to participate in rigorous scholarly discourse and critical analysis of key issues in contemporary education, and engage in reflective teaching and learning practices. They will have had the opportunity to learn, to teach, and to learn from teaching.

Contributions to Kwantlen's Mandate and Strategic Plan: The B.A. Minor in Education reflects Kwantlen's mandate to be an innovative and outstanding Polytechnic University that provides a balance of theoretical, practical and applied educational experiences to students from diverse backgrounds. The program addresses the five main aspects of the mission and mandate³:

³ <http://www.kwantlen.ca/mission/mission-mandate.html>

1. Access. The program has multiple entry points and bridging opportunities.
2. Scholarship. Both students and faculty in the department engage in many forms of knowledge generation and research. The program will serve to provide more opportunities for students to engage in scholarship regarding educational issues.
3. Community. Through coursework and extracurricular activities students will be encouraged to contribute to the community (both within Kwantlen and the local community) while developing skills, abilities, and dispositions related to instruction, leadership, and democratic engagement.
4. Mentorship. Throughout the program students will consistently be challenged to explore their tacit assumptions and values about teaching, learning, curriculum, and education more generally, and the relation of these views to their personal, academic, and professional identities. Kwantlen Polytechnic University Bachelor of Arts, Education Minor FPP, Page 5

5. Stewardship. Through exploring the place of education in cultivating engaged citizens, students will develop an understanding of the relationships between sustainability and social responsibility in local and global contexts.

Employment and Further Study: In our current knowledge-based economy many occupations require a strong grasp of the nature of understanding, learning, and instruction. Education is a broad field and knowledge of educational scholarship and its applications can be beneficial to a wide range of occupations including, but not limited to: teaching children, adolescents, and adults, teaching English domestically or abroad, probations, corrections and policing, social work, counseling, psychology, human resources, health care, management, marketing, corporate training, and policy development. For students who aspire to be registered teachers, further education in Teacher Education programs will be required. Students will also be encouraged and supported, where appropriate, in meeting the entrance requirements for Teacher Education programs and/or graduate studies in Education.

Students who receive the B.A. Minor in Education will be better prepared to take advantage of future educational opportunities in three respects. First, they will have the knowledge, abilities, and in some cases, depending on where they apply, required prerequisites to develop a competitive application for Teacher Education programs. Second, they will have the option of applying to graduate school in fields such as Educational Psychology or Educational Leadership. While many presume Faculties of Education are focused only on teacher training, this is not the case. On the contrary, such Faculties existed long before Teacher's Colleges were subsumed by universities. Faculties of Education are concerned first and foremost with scholarly inquiry regarding the nature of learning, understanding, and teaching, and curriculum issues. Third, as universities increasingly turn to graduate students for teaching support (both as teaching assistants and instructors), knowledge and abilities regarding education have become an attractive attribute of graduate school applicants. By offering the minor, Kwantlen is offering students the opportunity to develop strong applications to graduate school in any discipline.

Labour Market Data. Labour demand suggests that while the employment prospects of teachers is "fair" across Canada, in B.C. the concentration of opportunities is in the Lower Mainland (69% compared to an average of 61% for other occupations). The BC Ministry projects that the number of students enrolling in kindergarten in B.C. will increase by 19.2% over the next decade.⁴ Further, *Human Resources & Skills Development Canada* projects that the replacement demand for teachers will be high given the large number of retirements expected over the next decade (153,279 openings projected for 147,254 job seekers)⁵. Numbers are similarly encouraging for related occupations (e.g., projected job openings for college and other vocational instructors is projected to be 50,975 for 33,977 job seekers; projected job openings for social workers, counsellors, psychologists, clergy and probation officers is projected to be 76,240 for 69,988 job seekers) with the outlook listed as "good" and with number of openings

⁴ (<http://www.bced.gov.bc.ca/capitalplanning/resources/databasesreports/enrolment/1558b-2009.pdf>)

⁵ (<http://www23.hrsdc.gc.ca/.4cc.5p.1t.3.4n.1f.4rc.1sts.5mm.1rys.2.1rchr.2s.5lts@-eng.jsp?sbmt=Search&QT=1&NOCC=4>)

projected to outweigh number of job seekers.⁶ While the actual increase in positions is lower compared to other fields, the BC government industry outlook report⁷ projects that Educational Services will have the fourth highest number of total openings (behind Trades, Health Care, and Professional Services).

⁶<http://www23.hrsdc.gc.ca/.4cc.5p.1t.3.4n.1lf.4rc.1sts.5mm.1rys.2.1rchr.2s.5lts@-eng.jsp?sbmt=Search&QT=1&NOCC=4>)

Delivery Methods: In alignment with Kwantlen's mandate, the B.A. Minor in Education will offer educational opportunities to students with diverse backgrounds and encourage them to choose educational pathways to best suit their needs. The degree's multiple entry points and bridging opportunities reflect Kwantlen's commitment to accessible, polytechnic, university-based lifelong learning. Courses will be offered in mixed-mode and on-line formats as well as traditional face-to-face modes. While the practical skills courses require face-to-face instruction, they will be offered at various times (daytime, evening, weekends, summer semesters) to ensure accessibility for both full-time and part-time students.

Program Strengths: The Minor in Education will: 1) augment their chosen degree program by providing students tangible, practical interpersonal skills that can benefit them in a variety of settings; 2) provide a well-rounded education in theory and related practice, including a strong reflective component in which students will have the opportunity to determine if they have the personal strengths and abilities to flourish in education-related careers; 3) capitalize on existing resources by utilizing courses already in existence across departments to incur minimal costs to the university; 5) provide students choice and flexibility in determining their course of studies; and, 6) provide students with an interdisciplinary, applied degree. In addition, the program relates to existing arts degrees at Kwantlen by providing students with an opportunity to gain experience and knowledge in a field that is universally related to all the disciplines. Teaching is a viable occupation in all areas of study. In addition, as previously noted in relation to employment, the knowledge, skills, and abilities gained are transferable to multiple work settings. For example, students in business programs at Kwantlen may find some of the Education courses highly relevant in the areas of human resources and marketing, while a student in history may be curious to explore if teaching might be a career option. In our experience at other institutions, we have found Education courses to be tremendously popular and to draw students from a vast range of disciplines precisely because students pursuing any occupation that involves working with people can benefit from the kinds of courses proposed in this minor, and all areas of study have teaching as a possible occupational outcome.

Curriculum Design

The B.A. Minor in Education is designed to be student-focused. To this end, students will have some autonomy in constructing their programs to maintain interest and facilitate their growth. To increase flexibility and offer them opportunities to explore particular subject areas, students may choose to do a self-directed "*General*" minor or they may Kwantlen Polytechnic University Bachelor of Arts, Education Minor FPP, Page 7

select from one of two study concentrations: *Curriculum & Instruction* and *Social Justice & Diversity*. These concentrations address key educational themes and diverse community needs. According to the BC Ministry of Education, B.C. is the most ethnically diverse province, with almost 30 per cent of British Columbians having immigrated from another country, and the number of students whose primary language spoken at home is other than English has steadily increased in the past decade by 3,500 (from 115,000 in 2000).⁸ Whatever path students choose in the Minor (i.e., the general program or one of the concentrations), students will have opportunities to enhance their educational experience in ways that prepare them as future Canadian and global citizens.

8 (<http://www.welcomebc.ca/wbc/immigration/choose/people/multiculturalism.page>)

⁹ The curriculum conforms to Kwantlen's B.A. framework requirements.

Effective educational planning will ensure that required courses are offered on a yearly basis, and that prerequisite courses are available in a timely sequence. Students can enter the program from other degrees, or can leave the B.A. Minor in Education, applying any completed EDUC courses to meet elective requirements in other degrees.⁹ Yearly capacity of student enrollment in the B.A. Minor in Education program will be 35.

Lower Level (Required for General Minor and All Concentrations):

All of:

EDUC 1100-3 Introduction to Higher Education

EDUC 2220-3 Introduction to Educational Psychology

EDUC 2210-3 Philosophical Foundations of Education (NEW)

Upper Level: Minor in Education (General):

5 of:

EDUC 3210-3 Classroom Management and Discipline

EDUC 3220-3 Children's Social and Emotional Development at School

EDUC 3230-3 Curriculum Theory and Design (NEW)

EDUC 3240-3 Social Justice and Diversity in Education (NEW)

EDUC 3250-3 Assessment Practices in Education (NEW)

EDUC 3320-3 Career Counselling and Career Education

EDUC 4210-3 Best Practices in Teaching (NEW)

EDUC 4220-3 The Self in Education and Counselling (NEW)

Upper Level: Curriculum & Instruction Concentration

Students pursuing a Minor in Education with a concentration in Curriculum and Instruction have the opportunity to explore theory and research regarding curriculum and instructional practices in classroom settings and certain subject areas.

All of:

EDUC 3230-3 Curriculum Theory and Design (NEW)

EDUC 4210-3 Best Practices in Teaching (NEW)

EDUC 3250-3 Assessment Practices in Education (NEW) Kwantlen Polytechnic University Bachelor of Arts,

2 of:

EDUC 3210-3 Classroom Management and Discipline
EDUC 3220-3 Children's Social and Emotional Development at School
EDUC 3320-3 Career Counselling and Career Education
ENGL 3330-3 Children's Literature
ENGL 4400-3 English Studies and the Classroom
MATH 3XX2-3 Introduction to the Mathematics Classroom (NEW)
MATH 4XX3-3 Theory of Mathematics Education (NEW)
SCIE 3100-3 Physical Science for Elementary School Teachers (Under Development)

Upper Level: Social Justice & Diversity Concentration

Students pursuing a Minor in Education with a concentration in Social Justice and Diversity have the opportunity to explore theory, research, and instructional practices in justice and diversity, including a critical consideration of the multitude of ways in which diversity plays out in educational contexts.

All of:

EDUC 3240-3 Social Justice and Diversity in Education (NEW)
EDUC 4220-3 The Self in Education and Counselling (NEW)

2 of:

ASIA 4350 -3 Canadian East and South Asian Communities
CNPS 3330-3 Cultural Considerations in Counselling
ENGL 3390-3 Indigenous Narratives, Oral and Written
SOC1 3270-3 Education, Nation-Building and Globalization
SOC1 4275-3 Lost in Transmission: Diversity and the Media

1 of:

EDUC 3210-3 Classroom Management and Discipline
EDUC 3230-3 Curriculum Theory and Design (NEW)
EDUC 4210-3 Best Practices in Teaching (NEW)

Appendix C provides the course listings, their calendar description, prerequisites, and transferability status.

Appendix D provides the degree requirements. **Appendix E** provides the admission requirements for Teacher Education for SFU and UBC and accompanying sample program of studies for the general program, Curriculum and Instruction concentration, and Social Justice and Diversity concentration.

Program Delivery

In keeping with the aims, goals, and outcomes of the B.A. Minor in Education, our instructional philosophy is based on principles of mentorship, discovery, purposefulness, and learner autonomy. In turn, students will be supported in diverse modes of inquiry by Kwantlen Polytechnic University Bachelor of Arts, Education Minor FPP, Page 9

a teaching environment that is collaborative, innovative, and respectful. Faculty will adopt a wide range of approaches, including traditional instruction, web-based discussion groups, small group discussions, presentations, case studies, guest speakers, and field visits to educational and community-based organizations. The resultant community of practice will be respectful, collaborative, scholarly, and learner-focused.

Admission Requirements

The B.A. is a four-year degree program with multiple entry points, thereby allowing a broad range of students to access the program. Students may enter the B.A. Minor in Education program at any level provided they satisfy university and program entrance requirements.

Year One Admission:

In addition to the university entrance requirements, students entering the degree program at Year 1 will need to meet the following program entrance requirements:

Grade of 'B' in English 12 (or equivalent)

Grade of 'C' in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents)

Year 3 Admission:

60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements)

Grade of 'C' in all required 1000-and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).

Two quantitative (Q) courses.

12 credits of breadth (B) courses

Grade of 'C' in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents); or grade of C+ in the above 6 credits of quantitative courses (3 credits of which must be from the Faculty of Science and Horticulture

Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language.

Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

Qualifying Year:

Students who do not qualify upon initial application to Kwantlen may be eligible for entry to the Qualifying Year. Students who possess at least a 'C' in English 12 (or Kwantlen Polytechnic University Bachelor of Arts, Education Minor FPP, Page 10

equivalent) and a passing grade in either Pre-calculus 11, Principles of Math 11, Foundations of Mathematics 11, Applications of Math 12 (or equivalents); will be able to apply for entry to the B.A. Qualifying Year. Students will be admitted to the B.A. program in the second year provided they have successfully completed appropriate qualifying courses. Other applicants who do not qualify are encouraged to consult an Educational Advisor for the appropriate qualifying courses that satisfy the application criteria.

Faculty

Kwantlen Polytechnic University has the faculty necessary to launch the program in Fall 2013. We have a total of five faculty members who all have qualifications directly related to the Education Minor. We are also in the process of hiring an additional faculty member, out of existing budget, who has the expertise to teach courses in the B.A. Minor in Education. The specializations and detailed description of all current EDST faculty members are provided in **Appendix F: Faculty Listing, Specialization, and Credentials**.

The elective courses derived from other departments are already funded out of existing budget, with the exception of the new Mathematics and Science courses in the Curriculum and Instruction concentration.

Faith Auton-Cuff, Ph.D., (Clinical Psychology), Seattle Pacific University, M.A. (Counselling Psychology), B.A. (Psychology). Specialization: psychotherapy and counsellor education, criteria, measurement, and reporting of evidence-based outcomes; mental health and addictions; the study of individuals marginalized by society who experience a sense of fragmentation and loss of identity; the study of individuals in the liminal space of transition.

David Burns, Ph.D., University of Alberta (Educational Policy Studies), M.Ed (Educational Policy Studies), B.Ed. (Secondary Education). Specialization: philosophy of education, professional ethics, moral and character education, and environmental education. Dr. Burns has taught Ethics and Law in Teaching and The Philosophy of Moral Education at the University of Alberta, and Philosophy of Education and Social Issues in Education at the University of British Columbia. He is also a former high school teacher. David Burns is a contract instructor.

Shawna Faber, Ph.D., (Educational and Counselling Psychology and Special Education), University of British Columbia, B.Ed. (Elementary Education). Specialization: educational psychology; children and adolescent learning and development; educational research methods; test-taking and study skills. Shawna Faber is a contract instructor.

Sarah Hickinbottom, Ph.D. (Education), Simon Fraser University, M.A. (Counselling), B.A. (Psychology), CCC (Canadian Certified Counsellor). Specialization: educational psychology; development of identity and selfhood; moral development and education; philosophy of education; history of education; philosophical, historical and cross-cultural critiques of Western psychology; higher education; ontological and philosophical hermeneutics; education in multicultural contexts. Kwantlen Polytechnic University Bachelor of Arts, Education Minor FPP, Page 11

Ann-Marie McLellan, Ph.D. (Education), Simon Fraser University, M.A. (Psychology), B.A. Honours (Psychology). Specialization: history and theory of the self in education and psychology; development and education of students as persons; critical considerations of educational and psychological theories, research, and practices related to the self (e.g., self-esteem, self-concept, self-regulation); relationships between psychological theories, research, and interventions and educational policies and practices.

Program Resources

All courses have been developed and are either currently being offered or moving through the curriculum approval process. Our five faculty members hold PhD's, and an additional faculty member is currently being hired. The supporting courses for students who intend to apply to Teacher Education programs (with the exception of MATH 3XX2, MATH 4XX3, and SCIE 3100) are also available. Students enrolled in the Minor will already be enrolled in extant programs of study. As such, it is expected that no additional resources will be required in terms of computers and computer access.

A Library Impact Assessment was conducted for the new B.A. Minor in Education program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.

Implementation Schedule

The department plans to implement the new B.A. Minor in Education in Fall 2013. Courses are already offered and any student who meets basic entrance requirements and has completed one or more semesters may apply for the program once it is approved.

The timeline is as follows:

Spring 2012 Preparation of Full Program Proposal and 5 new EDUC courses (in progress)

Summer 2012 Approval of Full Program Proposal and 5 new EDUC courses (in progress)

Fall 2012 Offer established EDUC courses (1100; 2220; 3210)

Market existing courses and new program (ongoing advertising via online, events, etc.)

Spring 2013 Offer established EDUC courses (1100; 2220; 3220)

Implement new EDUC course (4210)

Marketing (ongoing advertising via online, events, etc.)

Summer 2013 Offer established courses

Marketing (ongoing advertising via online, events, etc.)

Fall 2013 Offer established courses Kwantlen Polytechnic University Bachelor of Arts, Education Minor FPP, Page 12

Implement new EDUC courses (2210; 3230)

Implement new Minor in Education (students may already have 5 of the 8 courses at this point)

Continue to implement and monitor marketing strategies

Spring 2014 Offerings of established courses

Implement new EDUC course (3250)

Continue to implement and monitor marketing strategies

Summer 2014 Offer established courses

Marketing (ongoing advertising via online, events, etc.)

Fall 2014 Offerings of established courses

Implement remaining new EDUC courses (3240; 4220)

Continue to implement and monitor marketing strategies

APPENDIX J Budget

Faculty of Academic and Career Advancement – Bachelor of Arts, Minor in Education

Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

Non-Recurring Costs

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

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

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development						
Curriculum development						
Faculty recruitment						
Staff – PD / enrichment						
Marketing/Promotion		\$3000				\$3000
Sub-total						

Capital Costs (Equipment, Renovations)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Sub-total						

Totals

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
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Academic Non-Recurring						
Capital Costs						

Totals						
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J. Costs and Revenue continued

On-Going Costs

Operating Costs

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty	.50 FTE	52,800	52,800	52,800	52,800	\$211,200
Required service courses*	.50 FTE	52,800	52,800	52,800	52,800	\$211,200
Administrative Support						
Advisor						
Specialized IET						
Specialized IT Support						
Library (see Library Assessment Template – Appendix B)						
Lab operating costs - Salary						
Lab operating costs – Non-Salary						
Ongoing research costs						
Other Advisory Committee Meetings	2/yr	\$200	\$200	\$200	\$200	\$800
Grand Totals						

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

***Explain required service courses**

The following courses are elective options for the Curriculum and Instruction Concentration:

- ENGL 3330-3 Children’s Literature
- ENGL 4400-3 English Studies and the Classroom
- MATH3XX2-3 Introduction to the Mathematics Classroom
- MATH 4XX3-3 Theory of Mathematics Education
- SCIE 3100-3 Physical Science for Elementary School Teachers

The following courses are elective options for the Social Justice and Diversity Concentration:

- ASIA 4350-3 Canadian East and South Asian Communities
- ENGL 3390-3 Indigenous Narratives, Oral and Written
- SOCI 3270-3 Education, Nation-Building and Globalization
- SOCI 4275-3 Lost in Transmission: Diversity and the Media

For both concentration streams, students can take a maximum of two courses from the list of electives. Students can also take elective courses currently offered by the Educational Studies Department.

Revenue

Item	No. of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
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Tuition	4 of the 6 new courses will be delivered each academic year.	49,140	\$49,140	\$49,140	\$49,140	\$196,560
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Signature of Dean submitting concept document

Christine E. Crave

Date April 25, 2012

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

A. Rankin

Richard Dastur

Date *24 April, 2012.*

25 April, 2012

J.2 Indicate the specific source(s) of funding for development, both internal and external.

J.3 Indicate the specific source(s) of funding for delivery, both internal and external.

The Bachelor of Arts, Minor in Education will be delivered through reallocation of existing budget within the Educational Studies Department.

Note: We recognize that there may be resource impact for those services courses held by other faculties. The ACA Dean's Office will consult with other respective Deans' Offices and other senior leadership to discuss appropriate resource support and allocation.



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Board: *Student & Academic Experience
Committee*
Meeting Date *20 June 2012*
Schedule No.: *8.2*
Presented by: *Farhad Dastur*

BOARD ITEM / Finance & Audit Committee/ Student & Academic Experience Committee

Issue: **Bachelor of Arts, Major in Political Science Full Program Proposal (FPP)**

For Information: The Finance & Audit Committee reviewed the FPP from a budgetary perspective and recommended it to the Board for approval

While the Student and Academic Experience Committee did not have quorum, it considered the request to approve the FPP Bachelor of Arts, Major in Political Science and forwarded it to the Board for approval. Please note that Kim Richter abstained.

Senate approved the FPP at its May 28, 2012 meeting.

A summary document is attached for information.

For Approval: **THAT the Board of Governors approve the Bachelor of Arts, Major in Political Science Full Program Proposal.**

MEMORANDUM

TO: Senate

CC: Greg Millard, Chair, Political Science Department
Sabine Stratton, Chair, Social Science Curriculum Committee

FROM: Farhad Dastur, Dean, Faculty of Arts

DATE: May 14th, 2012

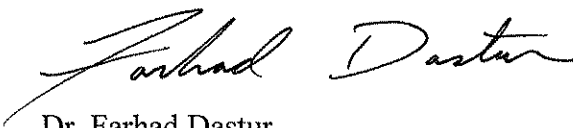
SUBJECT: Political Science Full Program Proposal (Agenda Submission to May 28th Senate Meeting)

Please find attached the Full Program Proposal (FPP) from the Political Science Department requesting Senate's approval. The POLI FPP has been approved by the Social Sciences Faculty Council on March 29th, 2012, and by the Senate Standing Committee on Curriculum on April 4th, 2012. The Dean's Office (Faculty of Arts) supports this program proposal.

The department seeks an implementation date of Fall 2013.

Thank you for your consideration.

Sincerely,



Dr. Farhad Dastur
Dean of Arts

Full Program Proposal

Bachelor of Arts
Political Science Major

Department of Political Science
Faculty of Arts

Kwantlen Polytechnic University

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Part 1 - Executive Summary (2 – 3 pages in length)

a) An overview of the organization’s history, mission and academic goals

Originally founded as a community college for the South Fraser Region in 1981 and subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has developed continually to meet the needs of its communities. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia. Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, Kwantlen offers in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic.

Arising from its commitment to provide access to a broad range of lifelong educational opportunities to the people of the South Fraser Region, Kwantlen has created an integrated array of citations, certificates, diplomas and degrees that afford students maximum flexibility to pursue, over the course of their lives and careers, different educational pathways to further credentials at Kwantlen and elsewhere. At present, approximately 80% of programs ladder into degree credentials at Kwantlen. Kwantlen offers a variety of undergraduate programs – professional programs such as interior design, business and nursing; arts programs with a wide range of majors, minors and double minors; and innovative science programs such as environmental protection. All of Kwantlen’s degree programs are designed to provide students with the education and skills required to enter professions directly or pursue further study in graduate programs.

Kwantlen's core values, vision and mission are expressed in the Board of Governors Policy 1.1, Core Values. The university's mission is to 'create an exceptional learning environment committed to preparing learners for leadership, service and success.' This mission statement along with core institutional values of exploration, inclusiveness, excellence, integrity, community and accountability, reflect Kwantlen's ongoing history and developing mandate as a comprehensive, regionally-focused university. Kwantlen programs focus on fostering innovative and challenging student learning environments through curriculum that integrates essential skills practice, community service opportunities, undergraduate and applied research experience, and depth and breadth of content knowledge.

b) *Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study*

Bachelor of Arts, Major in Political Science degree. (B.A. Major in Political Science)

c) *Location*

The B.A. Major in Political Science program will be offered on Kwantlen's Surrey Campus, with some 1000 and 2000 level courses offered on the Richmond and Langley campuses.

d) *Faculty(ies) or school(s) offering the proposed new degree program*

The Department of Political Science, Faculty of Arts, will be offering the proposed B.A. Major in Political Science degree program.

e) *Anticipated program start date*

The anticipated start date of the program is Fall Semester, 2013. Since the Political Science Department already offers a Bachelor of Arts, Minor in Political Science degree, students who meet application and entrance requirements may be eligible to enter year three of the B.A. Major in Political Science as early as Fall Semester, 2013.

f) *Anticipated completion time in years or semesters*

Students engaged in full-time study will be able to complete the B.A. Major in Political Science program in four years or eight semesters.

g) *A summary of the proposed program*

The program is designed to support the strategic goals, principles and priorities of the institution, combining a strong academic foundation with flexibility, innovation, applicability, and accessibility. The proposed degree program is distinctive in the Lower Mainland, offering a unique slate of core courses that invite students systematically to make connections among the national, transnational, and global, for a cohesive and unique program experience. It will combine coverage of core disciplinary material with an innovative de facto stream in North American Studies (with a particular focus on Canada), and it will provide distinctive suite of applied and experiential learning opportunities, including an innovative experiential course on public debates as well as

service learning in the form of practicum and co-op options. Thus, the program will enable students living in the Kwantlen Polytechnic University catchment area (Richmond, Surrey, Langley, and Delta) to complete a B.A. Major in Political Science degree in a timely manner and without transferring to other institutions. It will also offer a further program option to students looking to transfer into Kwantlen from other institutions, and serve international students through its distinctive program experience and focus.

Students will acquire skills and knowledge to prepare them for community and global leadership and employment in areas such as law, policy analysis, public administration, foreign service, research, community and social services, advocacy, human rights, international development, communications, teaching, and business. Students will also be well-positioned for graduate studies in political science or for further studies in other programs. In addition, the proposed B.A. Major in Political Science will enrich the capacity of the Department of Political Science to contribute to other degree and diploma programs offered in Arts and Business. Classes will be offered in lecture and seminar formats, in both daytime and evening time blocks. New courses centred on experiential, service or applied learning will involve a combination of classroom instruction and activities such as volunteer work within placements in local community or global organizations, or major research projects.

The target launch date is Fall Semester 2013. There is strong support for the B.A. Major in Political Science and recognition of the need for this new degree among students at Kwantlen, among other actors within the institution, and among employers and programs beyond Kwantlen.

h) *Name, title, phone number and e-mail address of the institutional contact person in case more information is required.*

For further information, please contact Dr. Gregory Millard, Faculty, Department of Political Science (Greg.Millard@kwantlen.ca).

Part 2 – Degree Content

(Expand on each of the following:)

- *Aims, goals, and or objectives of the proposed program*

The proposed B.A. Major in Political Science program will continue to build upon the strengths and successes of the Bachelor of Arts, Minor in Political Science, while fashioning an accessible, uniquely cohesive and innovative experience for students. The overriding aim is to offer a high-quality education concerning the political world and the discipline that studies it, *in a context marked by increasingly transnational and global identity formations and structures of power*. Thus, the program will offer a curriculum

that combines coverage of established disciplinary subfields (Canadian politics, comparative politics, political theory, and international relations) with a streamlined range of mutually complementary course offerings informed by the tensions and synergies among the national, transnational and global. This core vision will be enhanced by an innovative suite of experiential learning options.

Many definitions of politics, and by extension political science, draw special attention to *public rule* as manifest in states and governments (e.g., ‘politics...is the activity by which rival claims are settled by public authorities’).¹ But when Robert Dahl suggests that ‘a political system is any persistent pattern of human relationships that involves, to a significant extent, power, rule, or authority,’² he hints at a wider mandate, whereby all relations of social power may be considered constitutive of politics. As power can manifest in a multitude of social sites and transactions, the ‘political’ can thus properly be extended beyond the ‘dynamics and institutions of public governance.’³ ‘A political analysis is, then, one which draws attention to the power relations implicated in social relations. In this sense, politics is not defined by the *locus* of its operation [e.g., government] but by its nature as a *process*...[which] suggests that the terrain of political analysis...should include all perspectives, whether consciously political or not, which might have something to say about the distribution and exercise of power. In this sense, the sphere of political analysis is broad indeed, ranging from the narrowly political analysis of narrowly political variables to...structural inequality within contemporary societies.’⁴ It must be admitted, however, that the study of politics has traditionally been especially concerned with matters of government, state, and relations between states; and particularly in more recent times, the imputed decline of state and government relative to transnational and global forces. The task of the B.A. Major in Political Science is not to advocate a broader or narrower conception of politics (and therefore political science), but rather to explore precisely these and related questions with students, sharing with them the more specific issues that have been of concern to the discipline.

Many of these issues are, of course, important topics of wider public debate, of interest to all thoughtful *citizens*. This raises an essential objective of the proposed program – the need to enrich understanding of the meaning of, and debates around, what it means to be a citizen: of one’s city, region, province, country; of trans-border and transnational structures; and of the world. While only states bequeath the legal standing and institutions of citizenship, the meaning of that citizenship is densely imbricated in ‘sub-national’ structures of identity, community, and power, and heavily concatenated in wider transnational and global structures. The B.A. Major in Political Science will seek to enrich the political understanding of a student body that is implicated in these

¹ Stephen Brooks, *Canadian Democracy: An Introduction*. 4th ed. (Toronto: Oxford University Press, 2004), 4.

² Quoted in *ibid*.

³ Reeta Chowdhari Tremblay, André Lecours, Csaba Nikolényi, Bassel Salloukh, and Francesca Scala, eds., *Mapping the Political Landscape: An Introduction to Political Science*. 2nd ed. (Toronto: Nelson, 2007), 5.

⁴ Colin Hay, *Political Analysis: A Critical Introduction* (Houndmills: Palgrave-Macmillan, 2002), 3.

developments to a high degree. A large number of students at Kwantlen are of ethnic and racial minority backgrounds, and growth in the immigrant population in the region is anticipated. While the majority of students at Kwantlen reside in the Lower Mainland area, there are also many international students. Between 2007 and 2009, there were over 150 international students enrolled in programs in the Faculty of Arts. The proposed program, with its strong emphasis on exploring national/ transnational/ post-national and global realities through the prisms afforded by political science, is tailored to engage the experiences and future prospects of this exceptionally diverse and increasingly international student pool. This program emphasis should thus harmonize well with Kwantlen's ongoing internationalization, as international students will find a particularly enlightening fit between their experiences and backgrounds and the program foci, and such students will make significant contributions to discussions in the 'core' courses of the program (see Curriculum Design, p. 14-17).

In order for our students to attain the desired command of the political world as defined above, they must acquire a number of skills. Accordingly, the proposed program will foster critical thinking, the reading and analysis of complex material, research skills, the interpretation and synthesis of materials so as to make a persuasive argument, active listening, effective writing, and strong oral communication. The program will invite students to hone these skills in the context of, and to apply them to, the subject matter of Political Science as defined above. It will also offer opportunities for experiential and applied learning, allowing students to deploy the above skills in stimulating ways and beyond the classroom.

Thus, the B.A. Major in Political Science is designed to impart a firm grasp of disciplinary content – broadly defined as the essential debates at play in politics and its study, informed by the intersection of the national, transnational, and global identities and power-structures – and skills – enumerated above – so that students may be equipped as both nascent political scientists and as self-reflective, critically aware, and democratically responsible *citizens* of Canada and the world.

In practice, this gives way to three, more specific, mandates:

1. To train students, many of whom will wish to make politics the central area of study in their undergraduate careers, in the discipline of political science, offering a cohesive program experience centred on questions of national, transnational and global structures of power and identity;
2. To offer a range of courses of interest to students who may be seeking to enhance an education centred in another discipline, by exposing them to the questions and debates that animate the world of politics, in which they are inextricably bound;
3. To offer courses which specifically support and enhance other degree programs, such as Policy Studies and Asian Studies, and lend general support to such programs as Criminology and Sociology.

The proposed program is designed to fulfill all three mandates in an exemplary fashion, and will represent an urgently-needed leap forward with respect to our ability to realize mandate (1), above.

- *Anticipated contribution of the proposed program to the mandate and strategic plan of the institution*

The B.A. Major in Political Science program meets Kwantlen's strategic objectives, vision and mandate. Given the centrality of politics in shaping society, political *understanding* and political *action* are powerful tools for social responsibility, good citizenship, and transformative change both in the lives of our students and in our wider communities. Through the combination of a learner-centred environment with an innovative curriculum and the integration of theory and practice through experiential and applied learning opportunities, graduates of the proposed program will be well-positioned for productive careers and to develop into leaders in their communities.

The proposed program curriculum is, by virtue of its special focus on the linkages between the national, transnational and global, designed to prepare students for a complex, emerging world, where power structures are fluid and identities often border-crossing. Thus, Canada will be situated within the wider North American context via the de facto 'North American Studies' stream; while North America in turn will be cast in the wider relief of courses in the 'International Studies' informal stream, with core courses in international organization, continental integration, and nationalism and its alternatives, uniting the program experience. Indeed, as noted earlier (p.5), the program is positioned to enhance the internationalization of Kwantlen, as the complex trans-border perspectives and identities characteristics of an international student body will be captured at the heart of its curriculum.

The B.A. Major in Political Science will foster the values of community, mentorship and applied and experiential learning, offering service and work-integrated education in the form of practicums and co-ops. Students will thereby be invited to 'examine and develop their values, goals, and character through the integration of personal, academic and professional inquiry.'⁵ An innovative experiential course in public debates in politics, serving, in conjunction with the practicum and co-op, as one pathway for fulfilling the proposed degree's required applied/experiential component, will offer a unique learning experience preparing students for a lifetime of professional success, civic engagement and leadership.

It should be noted that the proposed program will build on the Department of Political Science's existing commitment to an outstanding student experience both within and beyond the classroom. Students will thus be invited to further enhance their classroom learning through participation in international exchanges, public symposia and debates, and various other activities, such as those afforded by *The Kwantlen Journal of Political*

⁵ Kwantlen Polytechnic University *Mission and Mandate*.

Science, our student-led undergraduate journal. The proposed program will offer, via its emphasis on International Studies as well as its affiliation with the Institute of Transborder Studies⁶, many opportunities for students to fashion intellectual linkages between their immediate position and wider transnational, international and global developments. Continued pursuit of exciting extracurricular opportunities, such as the Student-Faculty Symposium on the Independence of Kosovo (2008) and attendance at the Surrey Economic Summit (2011), will offer further openings in this vein. At the same time, the other area of program focus (North American Studies, with a special interest in Canada) will give students the opportunity to build a transformative understanding of their own citizenship and by extension, their identity – enhanced by department-sponsored public events, such as symposiums, candidates' debates, and public debates on pressing issues. Plans also are underway for the development of a model United Nations and, more distantly, a model Parliament located at Kwantlen and spearheaded by the Political Science program and its student club, the Political Science Society of Kwantlen (PSSK). In short: the proposed program will serve as a hub for a stimulating suite of learning options both inside the classroom and beyond.

Access is a central aspect of Kwantlen's mandate. The proposed program will enhance access to higher education about the political world in two important respects. First, while it shares with other political science programs in the Lower Mainland a commitment to rigorously training students in the essential elements of the discipline, it promises a highly *distinctive* experience in political science: this through its distinctive program focus and its innovative suite of applied and experiential offerings. More broadly, significant distances between students' homes in the Kwantlen area (Richmond, Surrey, Langley and Delta) and the University of British Columbia (Point Grey) or Simon Fraser University (Burnaby Mountain) present a challenge to Kwantlen students seeking to complete a four year degree program in the important field of political science. Our students (and, indeed, all learners in the university's catchment area) lack ready-to-hand options for the study of political science per se, let alone the innovative and distinctive program envisioned here. Yet in the absence of a B.A. Major in Political Science, 25% of students surveyed in political science courses intend to transfer to other universities to complete their undergraduate degree, while 31% of students in political science courses said they 'would undertake a political science major at Kwantlen if available.'⁷ It is thus very likely that the availability of a B.A. Major in Political Science will lead to the retention of a significantly higher proportion of current students and may indeed attract some students back to Kwantlen who have transferred to other larger institutions to continue their studies in Political Science, attracted by our small class sizes, high quality of instruction, lower costs, and exciting program.⁸ All of this would represent an important gain in access for our students and for the region.

⁶ For more information on the Institute, please see <http://www.kwantlen.ca/its.html>

⁷ *Department of Political Science Program Self-Study*. Kwantlen Polytechnic University, September 2011, p.70.

⁸ Faculty in the History Department, for example, report that it was necessary to open more sections of their courses in order to accommodate demand from students returning to Kwantlen from other universities to complete a four year B.A. Major in History degree.

- *Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program*

The B.A., Major in Political Science program will prepare students for employment, leadership and citizenship, and further studies by providing students with the opportunity to develop analytical skills, written and oral communication skills, and a broad understanding of the social, economic, and political relationships between Canada and the rest of the world. All are important and desired qualifications sought by prospective employers in public, private and non-profit organizations.

The curriculum has been designed so that course content and learning outcomes are laddered, enabling students to build upon knowledge and skills acquired at the lower levels as they progress to the upper level courses. And as students progress through the course, the specific outcomes associated with essential skills become progressively more sophisticated. Learning outcomes in every course are carefully integrated with course content, pedagogy, and assessment methods.

Experiential, Applied, and Community Service Learning: In addition to an ongoing array of extracurricular activities such as public debates, symposia, and model United Nations and/or mock parliaments coordinated by the Department of Political Science in conjunction with the Political Science Society of Kwantlen, the B.A. Major in Political Science will offer students three formal paths for experiential, service learning or applied learning, of which students will be required to take one.

- Political Science Co-Operative Education option, developed in partnership with the office of Co-Operative Education;
- POLI 4510 (Practicum in Political Science) will enable students to acquire credit working at a research institute, advocacy organization, or other politically-engaged agency or organization under the supervision of a faculty coordinator and an agency representative⁹;

The above are both examples of service learning, an experience-based approach to education that broadens the student experience from the classroom into a larger community context. Service learning offers a reciprocal exchange of benefit for both community recipients and students. Where the community benefits from the provision of the service, the students achieve learning outcomes in the areas of self-discovery, humility, and awareness of the complexities of linking theory and practice. Service learning is by its very nature highly reflective. Through observation, report writing and

⁹ Existing service learning courses in other departments, such as SOCI 4325, offer comparable learning outcomes and will be cross-listed with Political Science to meet program needs as enrolment develops, and to increase extra-classroom learning opportunities for our students.

peer mentorship students have the opportunity to learn a great deal about themselves as students, citizens and potential employees or employers.

Finally:

- POLI 3500 (Public Debates in Politics) is a proposed 3-credit course that would systematically develop skills in public presentation and above all public debate (which are highly valuable in politics, law, journalism, business, and a number of other career paths). Students would spend the first portion of the semester studying political debate, rhetoric, and principles of political presentation; the remainder of the semester would consist in students engaging in rigorous, scholarly, and *public* debates on subjects chosen by them under the supervision of the instructor. POLI 3500 will thus represent a path-breaking ‘experiential’ course in political science further refining students’ preparation for civic engagement and employment and a key element of the proposed program.
- *Potential areas/sectors of employment for graduates and/or opportunities for further study*

Graduates of the B.A. Major in Political Science will be well-equipped to pursue a variety of career trajectories. The discipline instills a range of highly transferable skills that are desirable in many fields of professional life, including imaginative and critical thinking, research and communications skills. According to the Kwantlen’s Office of Institutional Planning and Analysis, ‘overall job prospects for graduates with an undergraduate degree in political science are expected to be favourable.’¹⁰ Determining precisely which careers a graduate with a B.A. Major in Political Science may enter, however, is difficult because the range of opportunities is quite diverse; and specific occupations may require volunteer experience, on-the-job training, or further study (i.e., a graduate degree). The proposed program will incorporate the former in the form of co-op and practicum opportunities. All this being said, it is possible to identify several career trajectories which place a particular premium upon training in political science:

- *Politics*. In both the foreground and background of partisan political life, we find graduates of political science programs very well represented.
- *Public service* (working for regular government departments and central agencies).
- *Semi-independent government agencies*, boards, commissions, and Crown corporations such as Elections Canada, Statistics Canada, or provincial and federal legislatures, as well as municipalities.

¹⁰ See Appendix K, *Letters of Support: Office of Institutional Analysis & Planning, Bachelor of Arts, Degree Proposal Review Report*. Kwantlen Polytechnic University, December 2011.

- *Foreign service.*
- *International and non-governmental organizations (NGOs).*
- *Law.*
- *Advocacy groups, independent research organizations and think tanks.*
- *Other.* The above is hardly an exhaustive list. Education and the private sector, for instance, also provide opportunities for those with degrees in the field, as do business and labour unions.

Political Science is a well-established social sciences discipline and offers students a number of trajectories for further studies. Classic paths include graduate work in the discipline or related social science fields, law, and public administration/public policy programs, including policy, research and management in the private sector. Further study will be an important goal for a significant minority of students in the proposed program, and given the real possibility that students with only a B.A. Minor in Political Science may be at a disadvantage in this respect, the proposed program will strongly enhance our ability to meet this need.

The Political Science Department conducted an environmental scan of B.A. Major in Political Science programs offered at all universities in the Lower Mainland and selected universities across Canada to ensure that course offerings and graduation requirements for the proposed B.A. Major in Political Science are commensurate with those at other post-secondary institutions. The curriculum proposed for B.A. Major in Political Science therefore includes sufficient coverage of the standard disciplinary subfields (Canadian politics, comparative politics, international relations, and political theory) in addition to its uniquely streamlined focus upon the national, transnational and global. This curriculum will prepare students for entry into most Master of Arts in Political Science programs offered in Canada. Admission into specific programs will, however, depend on additional assessment criteria related to such things as students' GPA level, writing skills, reference letters and areas of interest as required by individual institutions.

- *Delivery methods*

Students may enroll in the program on either a part-time or full-time basis. The Department of Political Science aims to make efficient use of Kwantlen's scheduling matrix to allow for course offerings across Kwantlen campuses in all day/time blocks, including evening classes, in order to meet the needs of both 'traditional' and 'non-traditional' student bodies. Students are able to take any course offered in the department as 'guided studies' with individual instructors if they require a particular course to complete their degree within the specified time-frame, and provided they

meet eligibility standards. Once again, the proposed program will also include opportunities for applied learning, including co-ops, and applied courses, both classroom and community-centred.

- *Program strengths*

The proposed B.A. Major in Political Science provides students with a comprehensive and flexible program that offers a solid grounding in the discipline, as well as an understanding of political phenomena and issues related to various subfields in the discipline characteristic of most political science programs in the province. However, it is distinctive in (a) its focus on the master themes of emerging formations of power and identity in an increasingly transnational and global world; (b) its offering of an informal stream in North American Studies; and (c) its use of an innovative suite of applied and experiential courses and learning opportunities.

The overarching program theme will ensure that students acquire, from a variety of angles, sustained exposure to the rich questions and debates that arise from intersections between the national, transnational and global. These program themes will be underscored by 'core' courses exploring nationalism and its alternatives, continental integration, and international organization. There will thus be a cohesive overall educational experience defined, not just by the very broad discipline of political science, but by the question of how identity- and power-formations are changing in the contemporary world.

This concept is reflected in the program's two proposed informal streams: North American Studies and International Studies. Building on the conventional 'Canadian' focus of the current B.A. Minor program and many traditional political science programs, the former stream is an innovative concept that will offer students a range of courses on Canadian and American politics, with the 'transnational' dimension captured by a new courses on Continental Integration (POLI 3131) and Nations, Nationalism, and Beyond (POLI 4220), as well as by our existing offerings in Canadian and American foreign policy. Within the context of our Canadian-focused courses, those paying particular attention to nationalism and national identity (POLI 3125) and politics centred on polyethnic and diasporic pluralism (POLI 4125, The Politics of Multiculturalism in Canada) will further deepen students' understanding of the master program themes.

The International Studies de facto 'stream' will build on our existing strengths, giving ample opportunity to explore international relations, conflicts, organizations, and law, as well as the politics of border regions. Again, key courses in continental integration, trans-border issues, international organization, and nationalism and its alternatives will bring together many of the key questions running through these other courses.

Beyond its focused and innovative curriculum, the proposed program will offer applied and experiential learning options. These include a Co-op in Political Science, a practicum, and a course training students in public debate.

This mix of small class sizes and instructors dedicated to teaching excellence, emphasis on connecting theory and practice, courses that involve opportunities for experiential and service learning, and a unique curriculum that promotes engaged and critical citizenship in a world of complex and overlapping identities and power structures, the proposed B.A. Major in Political Science program is innovative and unique in the Lower Mainland.

- *An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system*

The proposed degree is consistent with *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*, which was developed through extensive internal and external consultation. The existing Bachelor of Arts, Minor in Political Science program was also subject to rigorous internal and external review and received support and approval from both internal and external administrative, regulatory, and professional bodies according to guidelines provided by the B.C. Ministry of Advanced Education.

Existing lower division courses for the two year A. A. and four year B. A. Minor in Political Science programs, which will also be offered for the proposed B.A. Major in Political Science degree, meet academic standards at other post-secondary institutions in British Columbia, articulating as they do either directly or as unassigned credits with courses offered in other Political Science degree programs through BCCAT, including those offered at Simon Fraser University, University of British Columbia and University of British Columbia – Okanagan, University of Victoria, University of Northern British Columbia, Vancouver Island University, Capilano University, and Thompson Rivers University.

Provided they meet the entry requirements and academic standards specified under *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*, students who have completed courses from another post-secondary institution can request transfer of credits and will be admitted into the program at either years one or three pending articulation approval of their course credits and depending on available space. The A.A. in Political Science degree is fully articulated with the first two years of political science programs offered at other institutions through the BCCAT Block Transfer agreement which guarantees a minimum of 60 credits be awarded on transfer to holders of A. A. degrees from post-secondary institutions in British Columbia. Holders of a two year A. A. in Political Science from other institutions may be eligible to transfer and bridge into year three of the program.

See: Appendix J, List of Letters of Comment Received.

- *Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.*

Simon Fraser University, University of British Columbia, Thompson Rivers University, University of Victoria, The University of the Fraser Valley, The University of Northern British Columbia, and Vancouver Island University currently offer a B.A. Major in Political Science. This does create a competitive environment, but it also indicates the importance of such a program within university Arts faculties. The proposed B.A. Major in Political Science program maintains standards and builds knowledge, skills and competencies characteristic of traditional B.A. Major in Political Science programs at other institutions; however, as noted above, it is distinguished by a unique program vision, curriculum and an innovative suite of learning opportunities, elements not available at other universities in the Lower Mainland.

The program addresses student and community needs in the South Fraser Region by providing increased access to post-secondary education. Student demand is expected to be sufficient to launch and sustain the program, according to the Office of Institutional Analysis and Planning.¹¹ In research conducted for a departmental Program Review (2010-11), 31% of students in political science courses said they 'would undertake a political science major at Kwantlen, if available,' while another 19% were 'unsure' about this. Thus, 50% of students in our courses are either prepared to sign up for such a major or willing to consider it.¹² These are compelling indicators of significant demand. Moreover, a large number of students surveyed chose to add unprompted comments to the survey sheet expressing their strong desire for a B.A. Major in Political Science, such as 'Kwantlen NEEDS to offer a full BA degree in Political Science, and soon. Many of my fellow students have left for SFU, or UVIC simply because Kwantlen does not offer a major, but only a minor. I feel I may have no other choice than to leave Kwantlen as well, because of the lack of options.'¹³ Many similar comments accompanied a petition organized by the Political Science Society of Kwantlen (student club) in favour of the proposed program, which secured 144 student signatures. The addition of this B.A. Major to the Faculty will thus strengthen Kwantlen's capacity to increase student retention, as well as draw students looking to transfer from other institutions. Given its concern with the linkages between national, transnational and global, the proposed program is also expected to appeal to international students.

The proposed program does not duplicate any other programs at Kwantlen. However, the Political Science Department has a history of supporting other programs, and the

¹¹ See Appendix K, *Letters of Support: Office of Institutional Analysis & Planning, Bachelor of Arts, Degree Proposal Review Report*. Kwantlen Polytechnic University, December 2011.

¹² Department of Political Science, *Political Science Program Self-Study*. Kwantlen Polytechnic University, September 2011, p. 70.

¹³ *Ibid.*, p. 74.

proposed new courses for the B.A. Major in Political Science program will further build capacity in this respect; such programs as Policy Studies, Sociology and Geography may be expected to benefit from the expanded course offerings given in the proposed degree. The proposed program also provides another option for students interested in undergraduate education in the Arts, complementing the existing B.A. Major degree programs offered at Kwantlen.

Program Resources

a) Describe the resources that will be required to mount this program including:

The proposed B.A. Major in Political Science program is sustainable and requires the input of few new library and facilities resources to launch and maintain it. Since the Political Science Department already offers a wide range of courses as part of its B.A. Minor in Political Science, it will require the implementation of only POLI 3500 to launch the B.A. Major in Political Science. Other proposed courses will gradually be brought on board over the next two to three years to meet the vision and overall goals of the program. Faculty members in the Political Science Department have the expertise to develop and teach the proposed new courses, with the exception of POLI 3500 where a time release will be requested due to the innovative nature of the course.

Library resources

A Library Resources Impact Assessment ([see Appendix I](#)) has been conducted for the new B.A. Major in Political Science degree program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.

- **Computer and computer access**

Faculty, staff, and students have adequate access to computers in offices, computer labs, and libraries to facilitate their work and study.

- **Classrooms, laboratories and equipment**

Existing classroom facilities, labs and equipment are sufficient to implement the B.A. Major in Political Science program.

- **Existing and shared resources at the institution or at other institutions that will be used to offer the program**

Shared computer labs within the institution are currently used for political science research methods and are sufficient for existing Political Science programs and the proposed new program.

- **Additional resources that will be required to offer this program.**

The proposed B.A. Major in Political Science program can be launched effectively within the parameters of existing resources and infrastructure. However, to serve the long-term interests of our faculty and students and the sustainability of our program, the Department of Political Science has requested a dedicated departmental space (a 'Political Science Pod'). This space should include an office for the Political Science Departmental Administrative Assistant, faculty offices, and a common meeting room which will house a small library for faculty publications and other resource materials, provide a space for faculty meetings, and serve as a place for students to gather, study, and grow together as peers. Such a common departmental space will foster a sense of identity and belonging for faculty and students and increase the Political Science Department's profile at Kwantlen.

The Department is committed to working with faculty, the Dean of Arts and personnel from Facilities to develop a plan for renovations to an available space for the office/common room space and capital budget considerations.

Program Consultation

a) Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.

Contributions to the Full Program Proposal have been made by members of the Political Science Department and others who have participated on the development team at various stages. Extensive internal and external consultation has also been involved in the development of the proposal. Input received from the Dean and Associate Dean of Arts and the B.A. Advisors at Kwantlen have been incorporated into the proposals, representatives from the following areas have also been consulted:

- Admissions
- Enrolment Planning and Technology
- Strategic Enrolment Management
- Registrar Services
- Counselling Services
- Co-operative Education
- Institutional Analysis and Planning
- Library Services
- Informational and Educational Technology
- Marketing and Communications
- Facilities
- Office of the Provost and Vice-President, Academic

The proposal has also been reviewed and commented on by faculty representatives and administrative personnel on the Social Sciences Faculty Council Subcommittee on

Curriculum, and the Senate Standing Committee on Curriculum which includes faculty members from departments in the Arts, Sciences, Mathematics, and Business Faculties.

Please refer to Appendix J, *List of Letters of Comment Received*.

b) Attach all written comments, both positive and negative from:

- *Relevant employers;*
- *Relevant professional associations;*
- *Program advisory committees;*
- *Other British Columbia institutions (this will include comments provided through the peer review process on the Post Secondary Institution Proposal System);*
- *Institutions outside British Columbia;*
- *Experts in the proposed field of study; and,*
- *External academic consultants.*

Please refer to Appendix K for *Letters of Support*



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Board: *Student & Academic Experience
Committee*
Meeting Date *20 June 2012*
Schedule No.: *8.3*
Presented by: *Lin Hammill & Allyson Rozell*

BOARD ITEM / Finance & Audit Committee/ Student & Academic Experience Committee

Issue: **Bachelor of Science in Applied Mathematics Program Concept**

For Information: The Finance & Audit Committee reviewed the Program Concept from a budgetary perspective and recommended it to the Board for approval

While the Student and Academic Experience Committee did not have quorum, it considered the request to approve the Program Concept and forwarded it to the Board for approval.

Senate approved the Program Concept at its March 26, 2012 meeting.

The Program Concept is attached for information.

For Approval: **THAT the Board of Governors approve the Bachelor of Science in Applied Mathematics Program Concept.**

Include the following appendices: Appendix A – Internal Consultations; Appendix B – Library Assessment Template; Appendix C - Development & Implementation Timetable. Additional material may also be included as appendices. For information about submitting the completed concept document, please contact the Chair of SSCC.

A. Originating Group

1. Internal Developers

Developer:	Dr. Lin Hammill	Faculty:	Science and Horticulture
Developer	Allyson Rozell	Faculty:	Science and Horticulture
Dean:	Dr. Graham Rankin		Science and Horticulture

Date: January 3, 2012, edited March 15, 2012

If joint educational offering, name of other institution:

Note: Requirements outlined in the joint educational policy must be met before proceeding to full program proposal.

B. Basic Information

B.1 Name of proposed program

Minor in Applied Mathematics, Major in Applied Mathematics, Major in Applied Mathematics (Honours)

B.2 Proposed credential to be granted

B.Sc. Minor in Applied Mathematics (in combination with a B.Sc. degree), B.Sc. Major in Applied Mathematics, B.Sc. Major in Applied Mathematics (Honours)

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

Four years

B.4 Anticipated start date of program:

September 2013. Students currently in first and second year and those enrolled in the BA minor in mathematics will be prepared to commence 3rd year in September 2013.

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

This program is selective entry, open registration. Students admitted into a Mathematics Degree Program receive priority enrolment in 3rd and 4th year mathematics courses.

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?

Expected enrolments

	First year of rollout (2013/2014)	Second year of rollout (2014/2015)
Year 1	30	35
Year 2	20	30
Year 3	15	20
Year 4		15

The projected numbers include students in all mathematics degree programs, including the B.A. Minor, which has already been in place for six years.

Many students in lower division mathematics courses will be prepared to enter 3rd year in the fall of 2013. Such students may have to take computer science and discrete math in 3rd year, if they have not already done so.

Enrolments should continue to grow slowly after the second year. Since most upper-level courses are open to 3rd and 4th year students and these courses will alternate, these courses should be nearly full by 2014/2015.

A survey of students in first and second year math courses was conducted in November 2011 to determine interest in an applied mathematics program. Of 545 students responding, 150 expressed an interest in a B.Sc. in biomathematics, 154 expressed an interest in computational mathematics and 156 were interested in mathematics education. Many were also interested in a minor in mathematics. While many students expressed an interest in more than one program, there were 234 unique students who expressed an interest in at least one of the programs. See Appendix I for the details.

C. Executive Summary

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]

The proposed B.Sc. in Applied Mathematics provides students interested in mathematics with several options leading to a wide variety of future careers or a continuation of their academic study. The B.Sc. program includes a Minor in Applied Mathematics, Major in Applied Mathematics, and Major in Applied Mathematics (Honours).

The Minor is extremely flexible, designed to allow students to combine it with a B.Sc. major. The Major/Honours program consists of three concentrations: Biomathematics, Computational Mathematics, and Mathematics Education.

Biomathematics is a field of growing importance. Mathematical models have been used in Biology for decades. However, more recently, developments in the complexity of Biology have led to greater reliance on mathematics and computation, and the field of biomathematics has grown tremendously. In a publication of the Mathematical Association of America, Lynn Arthur Steen has discussed the need for “a new educational paradigm in which the disciplines of mathematics and biology, currently quite separate, will be productively linked in undergraduate science programs of the twenty-first century.”¹ Our Biomathematics concentration requires seven biology courses, chemistry, physics, and computer science courses, as well as a solid foundation in applied mathematics, including modelling and biological applications of mathematics. Undergraduate programs in biomathematics are not yet common. The Society for Mathematical Biology² lists no Canadian undergraduate programs and only three at the graduate level. Our program, then, has the potential to draw students from outside our usual catchment area.

The Computational Mathematics concentration includes many of the same courses as the Biomathematics concentration, but without the biological emphasis. The students receive a grounding in computer science together with courses in applied mathematics including modelling and mathematical computing. The program leaves the students with sufficient freedom to add courses in another science, business, or the social sciences, so that they will be well-prepared for careers that draw on their mathematical and computational skills as well as their background in another discipline. Students who choose a number of courses from the School of Business or from Economics will be well prepared for positions involving financial analysis, econometrics, or operations research. Choosing courses from another science such as Physics or Chemistry allows the student to apply their computational skills in a scientific setting. The Computational Mathematics concentration requires no new courses beyond those that will be developed for the Biomathematics concentration, but provides students with a diversity of options leading to careers requiring analytic and computational skills, as well as to graduate or professional schools.

Many students enter university with an interest in becoming secondary school teachers. Students who study mathematics in preparation for a teaching career will find that they are in great demand as there is a perennial shortage of well-trained mathematics teachers. The Mathematics Education option provides these students with a solid mathematics background combined with courses specifically designed for future teachers. A course in educational practice is included in the program so that students will graduate with supervised educational experience. This concentration builds upon our existing B.A. Minor in Mathematics and draws on the courses needed for the Biomathematics and Computational streams, requiring the development of only two additional courses.

The proposed B.Sc. in Applied Mathematics is multifaceted and interdisciplinary in nature, drawing on courses from the other sciences, Biology in particular, from computer science, and from education. The program is easily supportable with only a modest increase in the resources available to the Mathematics Department. Since there is considerable flexibility in the order in which upper division courses can be taken, only four additional Mathematics sections will be needed in each of the fall and spring terms. Any of these upper-level mathematics courses can be taken by students in third or fourth year, by students in a Minor, Major, or Honours program, and by students pursuing other science degrees, so, once the program is established, all of these additional sections should show healthy enrolments.

The proposed program also has considerable potential for future growth. When other degrees, such as in chemistry, geology, or computer science, become available, the demand for supporting and related mathematics courses and degrees that combine mathematics with other subjects will grow. A degree in mathematics will serve not just the present needs of Kwantlen Polytechnic University but also its future needs.

¹ *Math & Bio 2010: Linking Undergraduate Discipline*, Lynn Arthur Steen, Editor, MAA, 2010. p. xi.

² <http://www.smb.org/education/degree.shtml>

The proposed B.Sc. in Applied Mathematics will contribute to the fulfillment of Kwantlen's Mission and Mandate and will fit smoothly into its Vision. The applied nature of the program helps to advance Kwantlen's polytechnic mandate by widening our science and technology offerings.

The program is flexible, providing students with three options and choices within each of these options. It is open to all who meet the prerequisites and provides upgrading for those who do not; is accommodating enough to allow for part time as well as full time study; and it allows for multiple entry and exit points.

All three concentrations are interdisciplinary in nature: Biomathematics not only combines mathematics and biology, but also incorporates a significant number of computer science courses; Computational Mathematics combines mathematics and computer science and encourages students to add courses in areas of application such as economics or finance; Mathematics Education draws from education and psychology as well as mathematics.

The program is innovative. The field of biomathematics is expanding and undergraduate programs are starting to appear. The Mathematics Education concentration goes beyond simply satisfying the entrance requirements for teacher education programs by providing the students with a background of education courses and a chance to practice what they are learning.

The Applied Mathematics program strives to provide mentorship to our students through all our courses but especially in MATH 3XX2 where they have a chance to practice education theory under the supervision of an experienced educator. Math 4350 provides an excellent venue for mentorship and also allows for learner autonomy by including a semester-long capstone project.

The provincial government's *Skills for Growth: British Columbia's Labour Market Strategy to 2020*³ lays out the government's aims and commitments through 2020. The B.Sc. in Applied Mathematics addresses several of the aims described in this document. The report states that in order to ensure that workforce skills match economic demands the number of workers with post secondary education will have to increase. Projections are that 77% of job openings in the next decade will require some form of post secondary education, and many of these jobs will require increased science and technology skills. The report further asserts that occupations in the natural and applied sciences and related disciplines will grow at a rate faster than the provincial average. An important part of the first priority identified in *Skills for Growth* is to increase "participation in science based education and technology to support British Columbia's growing knowledge based economy" (p. 13). Our program is well placed to contribute to the realization of all these goals.

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

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 D) Are entrance requirements appropriate? Are students likely to be successful?

In addition to the general Kwantlen admission requirements, applicants are expected to meet the following requirements for direct entry into the B.Sc. in mathematics:

- Chemistry 11 (C+), or undergraduate equivalent
- English 12 (B), or undergraduate equivalent
- Precalculus 12 (C+), or undergraduate equivalent
- Physics 12 (C-), or undergraduate equivalent

NOTE: A pre-requisite of Chemistry 12 (C+) is required for students pursuing the Biomathematics concentration

Appropriate qualifying courses are available at Kwantlen for students who do not meet the above requirements. Students may request a prior learning assessment as per Kwantlen Policy B.14, Credit for Prior Learning.

Students may transfer into a B.Sc. in Applied Mathematics at Kwantlen from other institutions at any time provided they meet the above admissions requirements. Transfer credit may be granted to such students as per BCCAT (British Columbia Council on Admissions and Transfer) guidelines.

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).

The program structure allows for both full and part-time studies. Some evening courses are and will continue to be offered. Where feasible and appropriate, other delivery modes will be explored.

³ Skills for Growth: British Columbia's Labour Market Strategy to 2020.
http://www.workbc.ca/labour_market_statistics/skills_for_growth.htm

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

The structure of the program allows for multiple entry and exit points (please see flow chart in Appendix D).

Entry Points:

- Students may enter the program at the start of Year 1 provided they meet the general Kwantlen entrance requirements and the requirements for direct entry into the B.Sc (se D.1, above).
- Students may transfer into the program at any other time provided they meet the above admissions requirements. Transfer credit will be granted to such students as per BCCAT (British Columbia Council on Admissions and Transfer) guidelines.
- Students may transfer into the B.Sc. in Applied Mathematics with a Flexible Premajor in Mathematics from other institutions, if subsequently approved by Kwantlen. Such students will receive credit for all mathematics courses in their Flexible Premajor. Courses for which no equivalent Kwantlen course exists will be given unassigned credit at the appropriate level.
- The proposed Bachelors in Applied Mathematics builds on the already existing B.A. Minor in Mathematics. Students may switch from the B.A. Minor in Mathematics into any B.Sc. in Applied Mathematics provided they meet all entrance requirements for the B.Sc. in Applied Mathematics program.

Students must satisfy general Kwantlen residency requirements. Additionally, they must complete at least 30 credits of all 3000 and 4000 level courses for this program at Kwantlen. Students who wish to take 3000 and 4000 level credits towards their Bachelors at another institution must have prior written permission from the Mathematics Department.

Irrespective of their entry point into this program, students will have to meet all requirements for the B.Sc. in Applied Mathematics.

Exit Points:

- B.Sc. Minor in Applied Mathematics
- B.Sc. Major in Applied Mathematics
- B.Sc. Major in Applied Mathematics (Honours).

See Appendix E for specific requirements.

E. Student Profile

E.1 Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

With three concentrations to choose from and with multiple entry points, the B.Sc. in Applied Mathematics will attract students from diverse backgrounds and with various career goals. Students can enter directly from secondary school, from another program at Kwantlen, can transfer from other institutions, and may be local or come from other regions of Canada or from other countries. They will be interested in developing strong numeric, analytic, and abstract thinking skills, will enjoy solving problems, and will wish to apply these skills to address practical problems. These critically important, interdisciplinary skills have applications extending far beyond mathematics. Graduates possessing analytic and computational skills are in high demand and experience a broad range of career options beyond the stereotypical view of academic employment. Recent studies have shown that careers suitable for those with Bachelors in Applied Mathematics rank among the top jobs when considering income and working conditions. See, for example, the recent article in the Wall Street Journal⁴.

Recent secondary school graduates

We expect that many of our students will be recent secondary school graduates with an interest in mathematics and computation, biology, or education. Many will plan on careers as secondary school mathematics teachers; others will be more interested in careers in the hi-tech areas of computational and biomathematics; and still others be considering using their mathematics skills in applications to business and finance. Such students will need to be competent in mathematics and to enjoy it. They will not need to see themselves in the stereotypical role of mathematician as a nerdy genius or ivory tower academic.

⁴ Needleman, Sarah E. "Doing the Math to Find the Good Job." *The Wall Street Journal*. January 6, 2009. Web. November 2011.

Recruitment:

Developing awareness within our community of our programs and the career options that they lead to is crucial to recruitment of graduates from local secondary schools. The Mathematics Department is committed to extending outreach programs to local schools, either jointly with other departments or through our own initiatives. We provide activities in the Mathematics Assistance Centre during Kwantlen Open Houses and we will use this opportunity to let participants know about our degree. The annual Kwantlen Science Challenge brings students from around the region to our Richmond campus for a much anticipated one-day event every November. The Mathematics Department has had an active part of this event since its inception. Additionally, we have recently been invited to local secondary school mathematics classes in Surrey to deliver a presentation on careers in mathematics and mathematics programs at Kwantlen. We plan for this to be the first of many such visits. In the past we have provided local secondary school mathematics departments with a variety of posters describing careers in mathematics. We plan to reinstate this program in order to further increase awareness amongst local students and their teachers. Dr Ron Maggiore, Associate Vice President, Strategic Enrolment Management, has invited us to discuss incentives to recruit and retain students and we will consult with him in this regard.

Kwantlen students

Completing their degree at Kwantlen is an attractive option for students already familiar with our supportive environment and excellent courses. A survey of mathematics students completed in the fall of 2011 shows a strong interest in applied mathematics programs at Kwantlen, with 234 unique individuals indicating an interest in at least one of the programs to be offered (see Appendix I).

Currently enrolled Kwantlen students can enter the program at any time, so long as they meet the entrance requirements. Since the first two years the program require a standard core of mathematics courses, students will have little trouble transferring in from other areas of science. Non-science students will also be able to enter the program without difficulty, although they may need to take additional courses to meet the entrance requirements. The Mathematics Department offers upgrading courses that will ease this transition. Students currently enrolled in the Associate of Science in Mathematics or in the B.A. Minor in Mathematics will be well prepared to enter the B.Sc. program at any time. Depending upon which concentration they choose, they may need to take additional courses in the sciences, Biology in particular, in Computer Science, or in Education.

Recruitment

The ability to complete their degree at Kwantlen is attractive to students who are already registered. However, we will also need to promote our program. Mathematics faculty, and all faculty in science, will promote all science programs, including the B.Sc. in Applied Mathematics, to their classes. The Mathematics Department will provide faculty with summaries and promotional material for this purpose. As well, we will reach out to our colleagues in other subject areas, especially in business, economics, computer science, and education, to ask them to assist in letting their students know about the opportunities available with the Applied Mathematics degree. Additionally, the Mathematics Department makes direct contact with many students through our 10 year old Mathematics Problem of the Week, a contest open to all Kwantlen students and providing small prizes to weekly winners and an acknowledgement to the student who solves the most problems each year. A popular contest, the Problem of the Week has over 100 students enrolled to receive problems by email each week, and many more who access them on faculty bulletin boards or in the Mathematics Assistance Centre. This initiative provides an excellent means to promote mathematics programs to potentially interested students. As well, mathematics faculty work with students individually for many hours each week in the Learning Centres and the Mathematics Assistance Centre and so have many opportunities to let students know about careers in mathematics and especially about the B.Sc. in Applied Mathematics. Also, several members of the Mathematics Department contribute royalties from publications to the Pi Award fund which pays tuition for upper division Mathematics courses for two students yearly.

Transfer and mature students

Mature students seeking career advancement or a change of career will find our program attractive. Kwantlen provides a supportive environment and offers access to upgrading courses if necessary. These students are focussed on career advancement and our three concentrations provide them with accessible pathways to satisfying careers. Students from other institutions can transfer into the B.Sc. in Applied Mathematics at any point, so long as they meet the entrance requirements and fulfill the residency requirements. We expect that our program will be attractive to students at neighbouring institutions such as Douglas College or Langara College that do not offer degrees in mathematics. We also expect that some students from other universities will choose our program in order to acquire the specialized education offered. In particular, our Biomathematics and Mathematics Education options will prove attractive to many students, and students interested in the applications of Computational Mathematics to business will find that completing their applied mathematics degree at Kwantlen will allow them add courses in our strong School of Business.

Recruitment

Members of the Mathematics Department will contact local transfer institutions to promote our B.Sc. in Applied Mathematics. We will offer to attend events, speak to students, or provide promotional material discussing the degrees, career options, and ease of transfer.

Canadian and International students

We expect that our programs will be attractive to students from other regions in BC and Canada as well as to

international students. Each of our three concentrations offers students many options for careers or further education. Our Biomathematics concentration is relatively unusual as there are few programs in this new and growing field at the undergraduate level. But our Mathematics Education option is also attractive in offering students a strong core of mathematics combined with education theory and practice. The Computational Mathematics option is likely to be attractive to international students who wish to complete a degree that leads them into many career options.

Recruitment

We will discuss international recruitment with Dr Ron Maggiore and the Strategic Enrolment Management Division.

E.2. How will the program address the needs of under-prepared students? How will you get these students into a qualifying year?

Kwantlen, in general, and the Mathematics Department, specifically, have a long history of addressing the needs of under-prepared students. Inspired by the spirit of its community college and then university college roots, Kwantlen has maintained a very open admissions policy; therefore, many students are accepted who would not meet the entrance requirement of some of the more traditional, major universities. Some of the ways through which such students are provided support are listed below.

- A wide spectrum of preparatory level courses is available, enabling students to upgrade their knowledge and skills as needed.
 - Academic advising and counselling services are available on each campus.
 - At each of the Langley, Richmond, and Surrey campuses there is a Learning Centre providing free tutoring for many subjects, as well as help with learning and study strategies, and help with computer use.
 - The Mathematics Assistance Centre, while primarily designed to provide extra support for pre-calculus students, does offer some free tutoring for other mathematics courses.
-

E.3 How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?

Traditionally women and first nations groups have been underrepresented in the sciences. Kwantlen is proud to note that (according to Kwantlen's 2009 Student Satisfaction Survey) 63% of all Kwantlen students are female; within the Faculty of Science, 46% of domestic students are female.

Only 2.5% of Kwantlen students are Canadian aboriginal, in contrast to 4.8% of B.C.'s population (according to 2006 census figures from Statistics Canada). Kwantlen's office of the Coordinator, First Nations Education, provides direct services to aboriginal students by providing information, assisting with the transition to university, and advocating for students. The Coordinator is advised and supported by an Aboriginal Advisory Committee. Additionally, an Aboriginal Resource Centre is located on the Surrey campus, providing opportunities to socialize, study, and use the computers.

More generally, Kwantlen's learning resources and faculty commitment to learning success provide the foundation for building close peer- and teacher-relationships. This makes Kwantlen an appealing option for students who may find the prospect of higher education too intimidating otherwise. Furthermore, the more individualized attention Kwantlen instructors can give their students allows a flexibility that can be crucial to ensuring learning success when a student is struggling with both a cultural divide as well as his or her academic studies.

F. Program Description (Degree FPP section 4. Curriculum/Program Content)

F.1 Provide a broad description of the program outcomes, and how this program relates to existing or proposed programs at Kwantlen:

In the B.Sc. in Applied Mathematics, traditional mathematics coursework is combined with courses that allow students to apply their mathematical skills in diverse fields providing a broad range of options for careers or further education. The mathematical and computational skills developed by students who complete a credential in Applied Mathematics will enhance their employability in careers that require strong numeracy skills, as well as their suitability for admission to graduate or professional schools.

The B.Sc. in Applied Mathematics, whether Major or Honours, provides students with three options:

- Concentration in Biomathematics,
- Concentration in Computational Mathematics, and
- Concentration in Mathematics Education.

Students who complete the Biomathematics concentration will add courses in biology and computer science, preparing them to use mathematical techniques and computational tools to address problems that arise in biology, ecology, health care, pharmaceuticals, and related fields. As biology has become more quantitative, the demand for professionals trained in both biology and mathematics is growing.

Students who complete the Computational Mathematics concentration will have gained thinking and computational tools that can be applied in business, computer programming, management, and any field that requires comprehensive analytical and computer skills. Mathematical modelling and computation are being called upon increasingly in planning and decision making as business, the social sciences, and politics all become more quantitative in their methods.

Students who complete the concentration in Mathematics Education will be academically prepared to apply for admission to a teacher training program. (An additional year of study in a teacher training program is required to certify to teach in B.C.) Students completing the B.Sc. Minor in Applied Mathematics together with a minor or major in another teachable subject will also be academically prepared for admission to a teacher training program.

Students who complete an Honours baccalaureate in Applied Mathematics in any of the three concentrations will be prepared for admission to graduate studies in mathematics.

All of the proposed concentrations build on the Associate of Science and the existing B.A. Minor in Mathematics. As a result, only 11 new mathematics courses will need to be developed, all but one at the 3rd and 4th year level.

The program requirements are detailed in Appendix E, and the course descriptions for the new proposed mathematics courses are given in Appendix F.

F.2 How does the proposed program support existing programs at Kwantlen?

The B.Sc. Honours, Major, and Minor in Applied Mathematics will enhance existing programs at Kwantlen in a number of ways.

- A strong and vibrant mathematics department will enhance Kwantlen's position as a polytechnic university and provide students will an avenue into one of the core subjects of human learning.
- The B.Sc. in Applied Mathematics will build on the existing B.A. Minor in Mathematics, enhancing enrolments in both lower level and existing upper level courses.
- Additionally, it will strengthen the new B.Sc. in Biology. Not only will the students in the Biomathematics concentration take a number of Biology courses, but Biology students will have options to take relevant mathematics courses, enhancing the breadth of their program of study.
- The B.Sc. in Applied Mathematics draws on courses from CPSC and EDUC, potentially leading to higher enrolments in these courses and providing, especially for students in Computer Science, options to broaden and strengthen their quantitative skills,
- A strong mathematics program at Kwantlen will provide support for future programs in the sciences by building a core of applied mathematics courses that can be drawn on for possible degrees in Physics and Chemistry.
- Students in business and the social sciences will have the opportunity to increase their quantitative skills by completing individual applied mathematics courses.
- Students in the Computational and Education concentrations are encouraged to complete a significant number of courses in a single applicable area such as science, business, economics, English, or history, drawing on courses from across the University.

F.3. Identify how the proposed program supports Kwantlen's mission, core values, and strategic objectives?

Please refer to policy L.10 Program Prioritization.

(NOTE: F.3 is not applicable for the academic year of 2008/2009.)

The B.Sc. in Applied Mathematics provides students with both a broad interdisciplinary program of study and the specific skills and specialized knowledge needed to further their career and academic plans. All three concentrations provide innovative education programs, with a focus on applied learning and broad-based university education.

Kwantlen's Mission and Mandate Statement identifies five objectives for the university: access, scholarship, community, mentorship, and stewardship. The proposed degree is intended to promote access by providing multiple entry points and the flexibility of part-time and possibly evening study. The three concentrations and all their component courses are consistent with the highest standard of undergraduate scholarship, and faculty are committed to maintaining currency in the areas they teach. Kwantlen's commitment to teaching excellence and innovative instruction will serve to enhance the scholarship of, and provide mentorship to the students. The program will serve the immediate community by providing local access to a high quality mathematics degree that differs in its focus from those of UBC and SFU.

F.4 How will the program ensure educational effectiveness (e.g., retention rates, completion rates, success rates for progression)?

Does the program create opportunities for students to ladder from current programs?

By offering a degree program, the Mathematics Department will retain students who have traditionally transferred to other institutions. High quality academic and peer support will also ensure high retention, progression, and completion rates. Academic support will be provided by:

- The Early Alert Reporting System which assists struggling students,
- Tutoring and mentoring services of the Learning and Mathematics Assistance Centres,
- A proposed Science Advisor,

Peer support and a sense of belonging will be provided by:

- The proposed Science Student Society,
- Group work and student collaboration both inside and outside the classroom.,
- A proposed Math Club, and
- The Mathematics Problem of the Week.

Effective educational planning will ensure that the required and optional courses are offered on a reliable schedule and that prerequisite courses are available in a timely sequence.

Students who have taken mathematics courses at Kwantlen for the purpose of transfer to another institution or for the purpose of satisfying the requirements of another program at Kwantlen may be able to ladder into the upper years of a Bachelors degree in Applied Mathematics at Kwantlen. With many other institutions offering lower division mathematics courses, laddering opportunities may be explored.

F.5 Describe how the proposed program incorporates co-op placements, work experience, practicum, clinical practice, etc.: (if applicable)

MATH 3XX2, Introduction to the Mathematics Classroom, provides an opportunity for students in the Mathematics Education concentration to engage in supervised tutoring or other teaching practice. MATH 4350, Senior Project, will provide students in the Biomathematics and Computational Mathematics concentrations with the opportunity to complete a semester-long project based on either research or practice in applied mathematics.

F.6 Does this program include Prior Learning Assessment (PLA) as per *Policy B.14 Credit for Prior Learning*?

Yes. PLA will be available, consistent with existing policies.

F.7 Explain how current faculty are able to deliver the program, and if they are not, how this issue will be addressed.

(The institution must demonstrate that it has the human resources necessary to develop and deliver a quality degree program. In some cases, it may not be feasible for an institution to hire faculty until it receives program approval. In these cases, the institution should provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the degree level being offered. (Excerpt from DQAB's *Degree Program Review - Criteria and Guidelines, 2003*)

The Mathematics department currently has 16 members, with expertise in diverse areas of pure and applied

mathematics, statistics, and mathematics education. The department has six PhDs, a variety of published articles, and many years of experience teaching university level mathematics. There are mathematics faculty with the expertise and currency necessary to deliver all existing courses and proposed courses. To offer the additional courses it will be necessary to add 1.5 FTE faculty members. To maintain and expand our expertise, currency in relevant areas will be a consideration as new faculty are brought into the department.

G. Outcomes

G.1 Will this program allow students to continue with further study?

Describe laddering, bridging, or post-credential continuation of education.

The proposed degree program opens a vast area of opportunities for further study. Since graduate studies are not presently available at Kwantlen Polytechnic University, our programs have been designed primarily to ladder to post-credential continuation of education at other institutions.

- With an Honours Degree in Applied Mathematics, students will be well-prepared to apply for graduate studies in applied mathematics, biomathematics, computational mathematics, or in related disciplines such as statistics and computer science. Students with a Major in Applied Mathematics may be required to complete additional qualifying courses before proceeding to graduate studies.
- With an Applied Mathematics degree that includes suitable prerequisite courses, a student may choose to pursue further study in mathematics-oriented areas of science and technology such as statistics, computer science and engineering technologies.
- Professional schools, in such fields as architecture, medicine, law, business, economics, and finance, value the critical thinking and problem solving skills developed and enhanced by the study of mathematics. The proposed degrees will prepare our students to apply for these types of programs. A recent U.S. study comparing scores on college admission tests appearing on the Duke University Department of Mathematics website⁵ showed that students with an undergraduate degree in mathematics scored significantly higher on the Graduate Student Entrance Exams than any other discipline. Students will need to ensure they have included any required prerequisite courses for specific schools and programs to which they are interested in applying.
- The B.Sc. in Applied Mathematics, Biomathematics concentration will prepare students to apply for professional programs in health sciences fields such as medicine, dentistry, veterinary science, pharmacy, physiotherapy, chiropractic medicine and nursing.
- An Applied Mathematics Honours, Major, or Minor and courses in another teachable subject will prepare students to enter the Post Baccalaureate Secondary Education Programs at UBC, SFU, University of Victoria (UVic) and University of the Fraser Valley (UFV) (see individual university websites). Students who complete the Mathematics Education concentration will add a practical, applied focus to complement their academic preparation in their applications for admission to these post baccalaureate teacher education programs.
- Elementary teachers with a mathematics background are also in high demand. A mathematics degree combined with course work mandated by the BC Teacher Qualification Service will make Kwantlen mathematics graduates excellent candidates for the Post Baccalaureate Elementary Education Programs at UBC, SFU, UVic and UFV (see individual university websites).
- At SFU students applying to teacher education programs with degrees in mathematics are accepted at a much higher rate (83%) than those with degrees in English (32%), social studies (29%), and other areas (see Appendix H for the 2011 statistics). Acceptance rates for the teacher education programs at UBC, UVic, and UFV are similar.

G.2 What is the nature of the work students are being prepared for? Include current labour market data that shows a demand for this type of graduate.

Students graduating with a Bachelor's degree in Applied Mathematics will bring valuable knowledge, skills, and expertise applicable to a wide variety of careers. Employers in virtually any area of the public and private sectors are looking for the analytical, problem solving, and computational skills developed and enhanced by the study of applied mathematics.

Computational and Biomathematics Concentrations

⁵ <http://math.duke.edu/major/whyMajor.html#scores>

The Computational Mathematics and Biomathematics concentrations will prepare the student to enter a career in industry, government, or business immediately upon graduation in areas as diverse as operations research, management science, software development, computational biology, risk management, technical writing, and financial analysis.

Mathematical modeling, cryptography, criminology, and biometrics are all fields where mathematicians are needed. Understanding mathematics is essential to working with computers and computer applications, and almost every career path one takes involves the use of computers. Computer animation and computerized graphic design have opened up a wealth of job opportunities in advertising, entertainment and all fields of design. Even such fields as music and fine arts benefit from mathematically trained people who seek out interrelationships between form and structure, see intricate patterns in the world around them, and create artistic expressions of these views. See section 3 in the Institutional Analysis and Planning Report in Appendix B2 for more information about job opportunities for our graduates.

The British Columbia Ministry of Advanced Education and Labour Market Development report, “Ten-Year Employment Outlook for BC: BC A Unique Scenario,”⁶ provides valuable information concerning employment trends in British Columbia for 2007-2017. The report (p.3) predicts that:

- More than three quarters of the projected total job openings (due to a combination of growth and permanent attrition) are expected to require some post-secondary education or university education.
- Demand will be strongest in occupations that normally require a university degree.

Additionally, the report (p.5) states that:

- The three occupational groups that are projected to experience the highest growth rates are Health, Natural and Applied Sciences, and Art, Culture, Recreation and Sport. Together these three groups are expected to add 110,370 new jobs to the labour market over the outlook period, which account for approximately one-third of all new projected jobs in B.C.

Graduates with the proposed Bachelor in Applied Mathematics degrees will be well-prepared to enter employment in these predicted areas of employment opportunity.

In October 2011, the Center on Education and the Workforce at Georgetown University published a detailed report on the science, technology, engineering, and mathematics (STEM) workforce.⁷ The report concludes that the demand for the core STEM competencies “stretches across the entire U.S. job market, touching virtually every industry” (Executive Summary p.2), and that the demand for STEM workers will grow, being second only to Healthcare as the fastest-growing occupational category in the economy. The authors found that:

- Through 2018 the share of STEM jobs in the economy will grow from 4.4% to 5%.
- STEM occupations will grow far more quickly than the economy as a whole.
- Over this period, there will be 2.4 million job openings in STEM.
- Sixty-five percent of STEM job openings will be for those with a Bachelor’s degree or above.
- People with an undergraduate major in STEM make substantially more over their lifetimes than non-STEM majors.

The report notes that there will be growing need for more workers with STEM competencies, although these workers may not be in the traditional STEM jobs. The in-demand competencies identified in the report are highly analytical and mathematical: computation, mathematics, critical thinking, complex problem-solving, operations analysis, systems analysis, deductive reasoning, and facility with numbers.

While this is an American study, with the close links between the American and Canadian economies, there is reason to believe that the general conclusions of the report will hold in Canada as well.

Mathematics Education concentration

For mathematics graduates interested in a teaching career, the occupational profiles from the BC Work Futures website⁸, updated 2009, indicate average to above average job prospects for Elementary and Secondary School teachers. The profile states that teachers of mathematics are amongst the disciplines in greatest demand: “Secondary teachers specializing in advanced mathematics, physics, chemistry, French and French immersion tend to be in higher demand in all areas of B.C.” Employment prospects for elementary school teachers in B.C. are rated as above average, with many of the jobs coming available due to retirement of older workers.

⁶ http://www.aved.gov.bc.ca/labourmarketinfo/reports/COPS_BC_Unique_Scenario_2007-2017%20.pdf

⁷ <http://cew.georgetown.edu/stem/>

⁸ <http://www.workfutures.bc.ca/>

Future Job Growth Secondary Teachers	
Estimated Employment in 2010	20,960
Total projected openings (due to new jobs and retirements) (2010-2015)	4,050
Future Job Growth Elementary and Kindergarten	
Estimated Employment in 2006	32,070
Total projected openings (due to new jobs and retirements) (2006-2011)	11,370

BOARD ITEM

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

June 2012

Convocation

The May 31st Convocation hosted by the Langley Events Centre provided the University with several experiences that reflect its growth, the diversity of the region it serves, and its commitment to civic engagement. This is reflected in the reality that the Events Centre is the largest venue in proximity to a Kwantlen campus to host a Convocation that was meant to celebrate the best of Kwantlen and to convey a message to the community that the University has assumed a significantly greater profile in both the City of Langley and Langley Township. This Convocation also represented the largest one day Convocation in the University's history, the largest graduating class with over 700 graduands, and the largest number of guests and participants with some 4,000 people enjoying the celebration. The afternoon ceremony was followed by a reception that literally packed the large reception hall. I believe that those who participated in the Convocation have come to recognize the scale and regional significance reach of Kwantlen as an institution that is fast approaching a population of 20,000 students. My deepest appreciation goes to Dr. Robert Hensley and Ms. Zena Mitchell and their many colleagues who organized and managed what has always been the annual highlight of a university. The Events Centre also did an excellent job of hosting the University and its guests.

New Faculty of Arts

The work undertaken in September 2011 arising from the approvals given by Senate and the Board of Governors has reached a point of substantial completion with the appointment of Dr. Diane Purvey of Thompson Rivers University as dean. Dr. Purvey will officially assume her duties on August 1st. While the details of the consolidation of the Faculties of Social Sciences and Humanities will continue into the 2012-2013 academic year, the budgets and administrative infrastructures have been consolidated and the Faculty Council by-laws have been consolidated subject to the approval of Senate at its June 2012 meeting. I believe that it is timely for the Board and Senate to commend the many members of Faculty (faculty, staff and administration) for what is probably the largest and most significant academic organizational re-structuring in the history of Kwantlen. Undoubtedly this will bring untold potential and opportunities to the University in the many years that are ahead.

Langley Campus

September 2012 will see the Faculty of Community and Health Studies taking up permanent residence on the Langley Campus bringing the outcomes of the Campus Renewal and Development Project to a substantial conclusion and re-defining Langley as a destination for the eastern most regions served by the University. Year over year comparisons from September 2008 when the project began to September 2011 show that enrollment grew from 1,692 to 2,691 and a further increase is anticipated for September 2012. Overall, the four year enrollment growth is approximately 80%. In consideration of the demographic and economic growth of the Langley's, which now parallel that of Surrey, the future of the Langley Campus shows great promise.

Superintendents of Schools

The University has successfully initiated a new and more detailed relationship with the Superintendents of Schools in Richmond, Delta, Surrey, Langley, and Maple Ridge/Pitt Meadows. The second meeting of this group in 2012 was hosted on the Surrey Campus with the Deans and Associate Vice Presidents in attendance. The dialogue was substantive in nature and focused on three areas of primary concern to all parties: 1) School to University transition programming, 2) Indigenous education plans and specialized transitional pathways for Indigenous students, and 3) Joint recruitment of international students with strategies to transition recruited students to available seats in Kwantlen. This is a tremendous opportunity for the University to reach a new and more profound level of engagement with our colleagues in the K to 12 public system and structure new models of engagement that will represent a departure from old models whose time has come – and gone.

School in University

In 2009, Kwantlen initiated a University Academy in collaboration with the Maple Ridge/Pitt Meadows School District. This model structured grade 12 and the 1st year of university over two years and offered a tuition free university experience valued at about \$3,500 to parents and students. For a number of reasons, the enrollment fell short of expectations and the startup was postponed. In 2011-2012 the model was revised to one based on concurrent studies and labeled 'Excel' in collaboration with Langley Secondary School and Brookwood Secondary School. The local enthusiasm and student uptake of this revised and scaled down model is very encouraging. In fact, the new Superintendent of Schools in Langley, Suzanne Hoffman, indicates that other secondary schools in the Langley School District are disappointed that they will not be included in this pilot model in 2012-13. Needless to say, this is a dramatic turnabout in the relationships with the Langley School District and bodes well for the future of education systems as well as students, parents, and the community generally. Once again, recognition of the Board for the authors of this new schema in the School District and the University is in order. I would offer a special mention to the Principal of LSS, Dawne Tomlinson, Christine Crowe, Craig Brown, and the new Chair of the Langley School District Trustees, Wendy Johnson. This or a variation of this model is being designed in collaboration with the Surrey School District Superintendent, Mike McKay, the President of Simon Fraser University, Dr. Andrew Petter, and this Office. I will meet in the near future with our partners to draft a formal MOU in support of this important, if not, essential initiative.

Brazil Mission of AUCC with the Governor-General

The April meeting of the AUCC university presidents was hosted by the University of Guelph, following which 30 presidents departed with the Governor-General, Dr. David Johnson, for a special mission to Brazil. The mission was based on a new agreement titled, "Science without Borders" between the Government of Canada and the Government of Brazil, a plan articulated by the President of Brazil to her Ministry of Education. A number of MP's serving on the Senate Committee on Higher Education joined the mission along with major national bodies in Ottawa – AUCC, CBIE, ACCC, DFAIT, and Federal Ministries. The "Science without Borders" plan will bring 12,000 Brazilian students to Canadian universities beginning in the fall of 2012. This number exceeds the student numbers contained in the agreements signed with the UK and the USA, a significant departure in terms of the status with which Canada is regarded in the realm of international education. The primary focus of my visit was on agrarian sciences, pure and applied sciences, and design. I have established a relationship with the Vice Rector of Fluminense Federal University in Rio de Janeiro; we are communicating about the possibility of having two of their students join Kwantlen this fall in Sustainable Agriculture. Relationships also have been established with the University of Brasilia, the University of Campinas, and the Federal agricultural research arm of the Government – Embrapa whose annual research budget is well in excess of 1 billion real or \$646m CDN excluding grants to the universities. Kwantlen has been asked to consider further relationships with the Federal Rural de Pernambuco University in the northeast coastal region and the University of Santa Cruz located south of Sao Paulo. Brazil, with a population of 190 million, recently surpassed the UK as the 6th largest economy in the world. This joint Canadian-Brazilian initiative is a clear signal to Canadian universities that it is time to turn much more focus on South America and north-south relationships.

Donors in Langley

Following a recent breakfast meeting hosted by Mayor Peter Fassbender on the Langley Campus, the University received two generous and much appreciated gifts from the Langley Kiwanians and the Aldergrove Credit Union in support of the re-location of the Faculty of Community and Health Studies to the Langley Campus. The appropriate press releases and expressions of the University's gratitude have gone forward to the community-at-large and to the donors. This is representative to the new beginnings that the Langley Campus is experiencing in the Langley's.

Irving K. Barber Memorial, UBC

On Monday, June 11th I had the honor to attend the Celebration of Life hosted by UBC. Mr. Mike Apsey, the former Deputy Minister of BC Ministry of Forests and Range served as the Master of Ceremonies. Among the speakers was John Chenoweth of NVIT who offered an Aboriginal prayer, President and Vice Chancellor of UBC Stephen Toope, Premier Kristy Clark, and James I Barber who presented a Tribute for his Father. Chancellor Arvinder Bubber attended the Celebration and offered an expression of gratitude on behalf of the University during the reception that followed the event.

Access Copyright

The negotiations with Access Copyright that have extended over a very long period of time have ended and the members of AUCC and ACCC have until June 30th to sign on to the model national agreement through 2015 or opt out of the agreement. This week, expressions of concern have

arisen from the KSA, the KFA, and some faculty members. Members of the Board may have seen the University-wide communiqué I published in response to the KSA. It is a factual document based on the negotiations of AUCC, legal opinions addressing IP issues and concerns of all parties, including the CAUT. Among BCAIU members, Kwantlen has confirmed that VIU and UFV will sign the model agreement. UBC will opt out of the agreement and has developed the internal measures to protect the University from copyright and patents violations at a cost of over \$2 million. There is a very definite risk associated with the decision to join or opt out of the national agreement. CAUT has taken a contrary view of this matter.

June 2012/pres



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Board: *Student & Academic Experience
Committee*
Meeting Date *20 June 2012*
Schedule No.: *11*
Presented by: *Gord Schoberg*

BOARD ITEM

Issue: **Board/Senate Task Force on Bi-Cameral Governance Update**

For Information: The Governance Committee discussed the ongoing nature of the Task Force and, given the importance of this venue for continued discussions with Senate regarding the areas of governance shared by the two bodies, recommended that the Task Force become a Standing Committee of the Board.

For Approval: **THAT the Board of Governors approve the Board/Senate Committee on Bi-Cameral Governance be established as a Standing Committee of the Board, And THAT the Board of Governors set and establish the Terms of Reference for the Committee to focus the Committee on areas of the University Act that refer to the Board seeking Senate’s advice and Senate advising, consultations with, and approvals from, Senate.**

BOARD ITEM / Evaluation of the Board as a Group

For Discussion: **Yuri Fulmer** is assigned to evaluate the Board's own performance at the 20 June 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.”

POLICY

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: _____

-
1. Kwantlen "Upcoming Events / Activities 2012/2013 (attached)

To be distributed:

Trusteeship - March/April 2012 – The Power of Strategic Thinking

Board Leadership – March/April 2012

KWANTLEN UPCOMING EVENTS / ACTIVITIES 2012 / 2013

****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>
<u>2012</u>			
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 27 June	6:00-9:00 pm	Board Recognition Dinner	Mayfair Lakes Golf & Country Club Greenside Room, Side A 5460 No. 7 Road, Richmond
Wednesday 5 September	4:00-6:00 pm	Board Governance Committee	Cloverdale Campus Room 1853
Wednesday 19 September	3:00-7:00 pm	Board meeting	Richmond Campus Conference Centre
Monday 24 September	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Tuesday 2 October	12-1 pm (tentative)	President Installation Convocation	Surrey Campus Gymnasium
Thursday 4 October	TBD	Fall Convocation Ceremonies	Surrey Campus Gymnasium
Monday 29 October	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Wednesday 21 November	3:00-7:00 pm	Board meeting	Surrey Campus Board Room, Cedar Bldg Rm 2110
Monday 26 November	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Monday 10 December	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110

2013 (tentative)

Monday 28 January	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Wednesday 30 January	3:00-7:00 pm	Board meeting	Langley Campus Room 1030
Friday-Saturday 22-23 February	Friday 2:00pm to 4:00 pm Saturday	Board Retreat	TBD
Monday 25 February	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Monday 25 March	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Wednesday 27 March	3:00-7:00 pm	Board meeting	Cloverdale Campus Room 1853
Saturday – Tuesday 20-23 April	Various	Association of Governing Boards Conference	San Francisco, CA
Monday 29 April	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Thursday-Sunday 1-5 May	Various	Canadian University Boards Association (CUBA) (For Board Chair and University Secretary)	Calgary, Alberta
Monday 27 May	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Wednesday 12 June	3:00-7:00 pm	Board meeting	Cloverdale Campus Room 1853
Monday 24 June	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Wednesday 18 September	3:00-7:00 pm	Board meeting	Richmond Campus Conference Centre
Wednesday 20 November	3:00-7:00 pm	Board meeting	Surrey Campus, Cedar Room 2110