



REMINDER

Board Meeting is at the

Langley Campus
20901 Langley By-Pass

Room 1030

Directions to Board Room:

Enter building on right (East) through main doors
Room 1030 is on your r

Directions to Campus:



- Langley Campus
20901 Langley Bypass, Langley
- B.C. Horticulture Centre

3:00 pm Tour
3:30 pm Regular Board Meeting
In camera Board Meeting to follow

Tour of Faculty of Community & Health Studies New Facilities /
Tru Freeman

1. **Call to Order**
2. **Oath of Office** / Gord Schoberg 3 min.
 - 2.1. **Lisa Skakun, Alan Davis, Geoff Dean, Iman Ghahremani, Sandra Hoffman, Jared Penland**
 - 2.2. **Introductory Remarks** 15 min.
3. **Approval of Agenda** 1 min.
4. **Consent Agenda** / Gord Schoberg 1 min.
 - 4.1. **Minutes 20 June 2012** Page 4
 - 4.2. **Public Bodies Report Year Ended March 31, 2012** To be distributed
 - 4.3. **[Enrolment Statement Year Ended Year Ended March 31, 2012](#)** Follow Link
5. **New Business**
 - 5.1. **Post Baccalaureate Degree in Technical Apparel Design** / Amrik Virk, Shane King Page 14 5 min.
 - 5.2. **Accountability Plan and Report 2011/12-2013/14** / Ariana Arguello Page 33 15 min.
 - 5.3. **Dispensing with Monitoring of Board Policies** / Gord Schoberg Page 99 5 min.
 - 5.4. **Appointment of Board Appeals Tribunal** / Gord Schoberg Page 100 5 min.
6. **Governance Committee**
 - 6.1. **Political Fundraising Expenses Policy** / Amrik Virk Page 101 5 min.
 - 6.2. **Board Only *In camera* Wording (draft Board Manual)** / Amrik Virk Page 103 5 min.
7. **Finance & Audit Committee** / Shane King
 - 7.1. **Bachelor of Arts, Major in Political Science FPP** Page 104 2 min.
 - 7.2. **Campus Planning Policy and Procedures** Page 105 1 min.
 - 7.3. **Monitoring Policy 3.4, *Financial Planning / Budgeting*** Page 111 5 min.
 - 7.4. **Monitoring Policy 3.5, *Financial Conditions and Activities*** Page 117 5 min.
 - 7.5. **First Quarter Financial Report** Page 128 5 min.
 - 7.6. **Mid-Year Budget Proposal** Page 130 10 min.
8. **Student Affairs Report** / Gordon Lee, Ron Maggiore 10 min.

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|--|----------|---------|
| 9. President's Report / Alan Davis | Page 132 | 5 min. |
| 9.1 President's Goals for Year One | Page 135 | 10 min. |
| 9.2 Strategic Planning Update | Page 137 | 10 min. |
| 10. Senate Report - June 25, 2012 | Follow | |
| 10.1. Board Representative's Update / Kristan Ash | link | 3 min. |
| 10.2. President's Update - no report | | |
| 11. Board/Senate Task Force on Bi-cameral Governance | | |
| 11.1. Protocol for Development of Policies and Procedures / Gord Schoberg | Page 143 | 5 min. |
| 11.2. Principles to Guide the Development of a Successful Model of Bicameral Governance / Gord Schoberg | Page 182 | 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 / Kim Richter | Page 185 | 3 min. |
| 15. Information Package | Page 187 | |
| 16. Adjournment | | |

Next Meeting

Regular Board Meeting
Wednesday November 21, 2012
Surrey Campus, Cedar Bldg, Room 2110
3:00-7:00 pm



Board:
Meeting Date
Schedule No.:
Prepared by:

Regular
19 September 2012
4.1
Sandi Klassen

BOARD ITEM / Consent Agenda

Issue: **Minutes for Approval**

For Approval: **THAT the Board of Governors approve the minutes of 20 June 2012.**

Present

Board

Ariana Arguello
Kristan Ash
Yuri Fulmer
Kassandra Linklater
John McKendry / President
Scott Nicoll
Suzanne Pearce
Kim Richter
Gord Schoberg / Chair
Launi Skinner
Ken Tung
Amrik Virk

University Vice Presidents

Anne Lavack / Provost & VP Academic

University Community Members

Harry Gray / AVP Human Resource Services
Don Hlus / Music Instructor, Faculty of Science &
Horticulture
Sandi Klassen / University Secretary
Kathy Lylyk / Executive Director Finance
Graham Rankin / Dean, Faculty of Science &
Horticulture
Angela Tao / Manager, Budgeting & Assurance
Terri Van Steinburg / President, KFA
Shelley Wrean / General Counsel

Regrets

Arvinder Bubber / Chancellor
Shane King
Rob Mumford

Call to Order

The Chair called the meeting to order at 3:03pm and welcomed the guests.

Approval of Agenda

The agenda was approved by consensus, moving item 5.4 above 5.1.

Consent Agenda

Item 3.2 was pulled from the Consent Agenda.

**Moved by Kim Richter; seconded by Launi Skinner:
THAT the Board of Governors approve the Consent Agenda.**

MOTION CARRIED

Items included in the Consent Agenda:

- Minutes 28 March 2012

Kwantlen Student Association Audited Financial Statements Year Ended 2011

Board Members had some questions about the Statements and it was noted that the Board has no oversight in the matter.

The KSA Audited Financial Statements were received by the Board in accordance with the University Act.

Board Meeting Schedule 2013

Moved by Kim Richter; seconded by Kristan Ash:
THAT the Board of Governors approve the Board meeting schedule
for 2013. MOTION CARRIED

Dates approved were: January 20, March 27, June 12, September 18,
November 20 and February 22-23 for a Retreat.

Bill 18, 2011: Advanced Education Statutes Amendment Act 2011

The Board reviewed changes to the University Act and their effect on
the Board of Governors.

Administrative Appointments for Approval

Moved by Kim Richter; seconded by Amrik Virk:
THAT the Board of Governors appoint the following University
administrators:

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

MOTION CARRIED

Moved by Kristan Ash; seconded by Cassandra Linklater:

THAT the Board of Governors confirm the appointments of the
following University administrators:

- Ron Maggiore, Associate Vice President, Strategic Enrolment
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, Human Resource
Services
- Jason Dyer, Associate Vice President, Research
- Kathy Lylyk, Executive Director, Finance
- Jody Gordon, Associate Vice President, Students
- Shelley Wrean, University General Counsel

MOTION CARRIED

The Board discussed a process for making appointments to university
positions with a view to the Board's power of appointment under the
University Act on a go-forward basis. In this instance, the Board is
grandfathering these previous appointments.

Action:

- The Human Resources Committee will develop the process, determining at what level appointments should be approved by the Board as a whole.

Access Copyright

Todd Mundle provided a context on the issue for the Board. The next agreement, which was negotiated by ACCC, expires in 2015. The risks of signing or not signing the agreement have been evaluated and administration has decided to sign. The main change to the agreement is allowing for digital capability.

Concerns were raised about consultation and transparency, as well as noting that a decision on Bill C-11 could impact the agreement. Concerns were addressed. Senate has not been involved in the discussions since it is the renewal of an agreement.

Presidential Transition Update

The Chair provided the Board with an update on activities regarding the presidential transition. The installation ceremony is October 2, 2012. A planning team is in place. Community celebrations will occur around this time as well.

Governance Committee

Student and Academic Experience Committee Review

Moved by Kristan Ash; seconded by Ken Tung:

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.

MOTION CARRIED

Opposed: Kim Richter, Suzanne Pearce, Cassandra Linklater

The rationale given for discontinuing this committee was that students are the reason that Board Members are at the table. Therefore the subject is too important to relegate to a committee. This will broaden the input regarding student matters. Pros and cons were discussed. Kim Richter, as chair of the committee, expressed her appreciation to John McKendry, Anne Lavack and Jody Gordon for their support of the committee.

Moved by Kristan Ash; seconded by John McKendry:

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.

MOTION CARRIED

It was noted that when reviewing program proposals it is important for the Committee to ask about demand for the program, employer support, fit with the polytechnic mandate and how it will further Kwantlen as an institution.

Board Committee Membership

**Moved by John McKendry; seconded by Amrik Virk:
THAT the Board of Governors approve the Board Committee membership effective September 1, 2012 with revisions and an understanding that a faculty member will be placed on the Board/Senate Task Force on Bi-cameral Governance.**

MOTION CARRIED

Appointee to Senate

**Moved by Kim Richter; seconded by Kassandrda Linklater:
THAT the Board of Governors re-appoint Kristan Ash as the Board's representative to Senate effective September 1, 2012 to August 31, 2013.**

MOTION CARRIED

Board Chair & Vice Chair Nominations / Election

ord Schoberg appointed Launi Skinner as Chair during the election. Gord Schoberg and Amrik Virk left the meeting.

**Moved by Kristan Ash; seconded by Yuri Fulmer:
THAT the Board of Governors appoint Gord Schoberg as Board Chair and Amrik Virk as Board Vice Chair.**

MOTION CARRIED

Mr. Schoberg and Mr. Virk re-joined the meeting and were congratulated on their re-election.

Template for Use of Delegations to the Board

**Moved by Ariana Arguello; seconded by Kristan Ash:
THAT the Board of Governors approve the Template for Use of Delegations to the Board.**

MOTION CARRIED

Board Appeals Tribunal Terms of Reference & Procedures

**Moved by Ken Tung; seconded by Cassandra Linklater:
THAT the Board of Governors approve the Terms of Reference and the Procedures for the Board Appeals Tribunal.**

**Amended by Gord Schoberg; seconded by Yuri Fulmer:
THAT approval is subject to the president consulting with legal counsel regarding two issues of consistency between, and legality of, the Terms of Reference and the Procedures and receiving**

satisfactory comment.

AMENDED MOTION CARRIED

Finance & Audit Committee

Audited Financial Report & Audit Report

**Moved by Launi Skinner; seconded by Yuri Fulmer:
THAT the Board of Governors approve the Kwantlen Polytechnic
University Audited Financial Statements for the Year Ended March
31, 2012. **MOTION CARRIED****

Re-appointment of Auditors

**Moved by Amrik Virk; seconded by Yuri Fulmer:
THAT the Board of Governors re-appoint KPMG as Kwantlen
Polytechnic University's external auditors. **MOTION CARRIED****

The FTE Enrolment Statement Year Ended March 31, 2012 will be forwarded to the Board for information. It was reviewed by the Finance & Audit Committee.

Board Response to Senate Budget Development Questions

**Moved by Launi Skinner; seconded by Kristan Ash:
THAT the Board of Governors approve the Board's response to
Senate's budget development questions. **MOTION CARRIED****

Management and Investment of University Funds Policy (E11)

**Moved by Kristan Ash; seconded by Launi Skinner:
THAT the Board of Governors approve the *Management of Endowed
University Funds Policy and Procedures (E11)*. **MOTION CARRIED****

**Student & Academic
Experience Committee**

Program Discontinuation: Integrated Pest Management

**Moved by Kim Richter; seconded by Kristan Ash:
THAT the Board of Governors approve the discontinuation of the
Integrated Pest Management Program. **MOTION CARRIED****

Program Discontinuation: Music Foundation Certificate

Don Hlus provided a context for the discontinuation of the Certificate, noting that this is a follow-through of the BA Musical Arts proposal .

**Moved by Kristan Ash; seconded by Ariana Arguello:
THAT the Board of Governors approve the discontinuation of the
Music Foundation Certificate as of August 31, 2012, subject to
Senate's approval. **MOTION CARRIED****

**Student & Academic
Experience Committee with
Finance & Audit Committee**

Bachelor of Arts, Minor in Education Full Program Proposal (FPP)
Sarah Hickenbottom and Ann-Marie McLellan, faculty members in the
Faculty of Academic & Career Advancement, answered questions.

**Moved by Kim Richter; seconded by Amrik Virk:
THAT the Board of Governors approve the Bachelor of Arts, Minor in
Education Full Program Proposal. MOTION CARRIED**

Concerns were raised about approval of degrees with no overall
academic context to gauge their strategic fit, as well as no
consideration given to the timing of launching the degree.

The Provost noted that enrolment planning is occurring and the goal
is to bring the enrolment plan to the Board in Fall 2012.

Bachelor of Arts, Major in Political Science FPP

Anne Lavack provided the Board with an overview of the FPP. It is
unique with many applied aspects and plans for a co-op option.

**Moved by Cassandra Linklater; seconded by Launi Skinner:
THAT the Board of Governors approve the Bachelor of Arts, Major in
Political Science Full Program Proposal.**

Following discussion, the motion was amended:

**Amended by Gord Schoberg; seconded by Ken Tung:
Add "subject to recommendation by the Board Finance & Audit
Committee". AMENDMENT CARRIED
AMENDED MOTION CARRIED**

Bachelor of Science in Applied Mathematics Program Concept

**Moved by Suzanne Pearce; seconded by Kim Richter:
THAT the Board of Governors approve the Bachelor of Science in
Applied Mathematics Program Concept. MOTION CARRIED**

President's Report

The President's report was received for information.

Senate Report

Kristan Ash explained that the changes in the composition of the
membership of the Board/Senate Task Force on Bi-cameral
Governance have been the reason for it not meeting.

**Board/Senate Task Force on
Bi-cameral Governance
Update**

**Moved by Yuri Fulmer; seconded by Kristan Ash:
THAT the Board of Governors approve the Board/Senate Task Force
on Bi-cameral Governance being 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.**

MOTION DEFEATED

A caution was raised about creating a standing committee when the task of the committee is not well defined. Once the interactions between the Board and Senate are understood and defined, the function of the task force may no longer be required.

It was suggested that the relevance of the Task Force be reviewed annually.

**Next Meeting Agenda
Contribution**

Agenda items may be forwarded to Sandi Klassen.

For the Good of the Order

- Kudos to Kassandra Linklater who was named one of Surrey's top 25 under 25 as well as receiving honorable mention in the Leader Community Awards, Youth Volunteer category.
- Congratulations to Amrik Virk on his daughter's achievement of receiving top honours in the Leader Community Awards, Youth Volunteer category.
- The Alumni Association received a presentation by an Interior Design graduate on the coordinated look and feel of campus projects.
- Scenario planning is culminating with four scenarios ready to give to the President.
- The Board thanked President John McKendry for keeping the Board well-informed and for his support of the Board Chair during Mr. McKendry's tenure. It was noted that this was his last meeting.
- It was the last meeting for Scott Nicoll, Suzanne Pearce, Ariana Arguello, Kassandra Linklater and Rob Mumford, who will be honoured at an upcoming recognition dinner.

**Evaluation of the Board as a
Group**

Yuri Fulmer stated that the meeting was terrific, with everyone contributing. The polytechnic mandate was referenced, with a forward looking view. There was a conscious effort to define the role of the Board.

Next Meeting The next meeting is on September 19, 2012 on the Richmond campus.

Adjournment The meeting adjourned at 5:39 pm.

BOARD CHAIR

BOARD ITEM / New Business

Issue: **Post Baccalaureate Degree in Technical Apparel Design**

For Information: Both the Board Governance and Finance & Audit Committees reviewed the degree, looking at links to the University's mission and strategic objectives, as well as from a financial standpoint. George Verghese, Dean, Faculty of Design, presented the proposal and answered questions and is available at today's meeting to answer any further questions.

Senate approved the degree from an academic perspective at its June 25, 2012 meeting. The degree has completed the 30-day Ministry review and may be implemented at the University's discretion.

Both Board committees recommend this degree to the Board for approval.

Attachments:

1. Memo to Governance Committee
2. Program Concept
3. Full Program Proposal

For Approval: **THAT the Board of Governors approve the program concept and the full program proposal for a *Post Baccalaureate Degree in Technical Apparel Design*.**

MEMORANDUM

Date August 15, 2012

To Board Governance Committee

From George Verghese

cc. Sherisse Sy, Sarb Loodu, Sandi Klassen, Gordon Lee

Re: Presentation of the Post Baccalaureate in Technical Apparel

Approval from the Board Governance Committee is requested for the Post Baccalaureate in Technical Apparel in the Faculty of Design. A Program Concept document and Full Program Proposal were presented and approved as follows:

Faculty Curriculum Committee	May 22, 2012
Faculty Council	May 28, 2012
Senate Standing Committee on Curriculum	June 6, 2012
Senate	June 25, 2012
Ministry of Advanced Education online Post-Secondary Institution Proposal System (PSIPS): 30-day notice period	August 9, 2012

For your review, attached are the following:

1. Adherence of the program to Kwantlen's strategic priorities, mission, vision and mandate
2. Demand for the proposed degree including the Program Viability Report from the Office of Institutional Analysis and Planning

Sincerely,

George Verghese
Dean
Faculty of Design

1. Degree's adherence to Kwantlen's strategic priorities, mission, vision and mandate

Designated as a "special purpose teaching university", Kwantlen Polytechnic University creates relevant and engaging programs that integrate a broad-based university education, undergraduate and applied research experience, and essential skills practice. We support a dynamic educational community that embraces emerging and experimental teaching methods and research-driven pedagogy. We create a culture that is learner-focused, academically rigorous, innovative, interdisciplinary, and socially responsible¹.

The proposed Post Baccalaureate diploma addresses several program characteristics identified in the proposed prioritization criteria currently under development by the Senate Standing Committee on Academic Planning and Priorities. These criteria align with the Vision, Profile and Commitments statement (January 2011) and the Mission and Mandate statement (Fall 2009).

Characteristics:

1. **Polytechnic Mandate:** This diploma identifies current and future industry demand for designers with design, technical and business education and training specifically in technical textiles and apparel.
2. **Applied elements:** Courses will include a blend of theoretical and applied design and a strong emphasis on skill development for technical textiles, design innovations and business strategies.
3. **Curriculum connected to industry and opportunities for work-integrated learning:** The curriculum will integrate industry-driven content using project-based, client-driven assignments as well as guest lectures. It will respond to industry needs through student's major project that will explore issues and trends in technical apparel.
4. **Competitive niche:** The competitive niche of this diploma reinforces two unique opportunities. First, BC is Canada's leader in technical apparel production and several BC companies are regarded as early adopters of new technologies in technical apparel. Second, Kwantlen's Design programs are known for its technical focus in several design areas including our Fashion Design and Technology degree. With our industry partners, we recognize an opportunity for Kwantlen to be in the centre of this hub of technical apparel businesses in BC.
5. **For new and existing student population:** The proposed program will also provide educational opportunities for industry professionals and promote professional education for people already with some post-secondary experience. Our course delivery mode will schedule evening and weekend and condensed courses to accommodate the requirements of these students.
6. **Scholarship and Applied research:** The work of the students will demonstrate the graduate attributes for the proposed program that show originality in the application of knowledge, and advancement of the technical apparel field through applied research.

¹ Kwantlen Mission and Mandate (2012, May 13). Retrieved from <http://www.kwantlen.ca/mission/mission-mandate.html>

2. Demand for the proposed degree

Kwantlen's Faculty of Design has a unique opportunity to deliver a program that does not currently exist in Canada. A confluence of factors contributes to reasons why this credential is valuable to the province's economic and education platforms:

- BC is home to a network of technical apparel companies known for innovative products. With over three-dozen performance apparel businesses in greater Vancouver², it's a natural fit to the British Columbia lifestyle. Technical apparel companies align with the passions of many of BC's citizens who are focused on health, recreation, and outdoor activities.
- Kwantlen's Faculty of Design attracts and enrolls students who are pursuing a design education in BC. Their education and training has prepared them for entry into the workplace. Upon graduation, over 85% of our students report finding employment in a design-related field³.
- Kwantlen's polytechnic mandate facilitates our prioritization for the development of educational programs that can adapt and respond to industry demand for specialized training. Our Faculty of Design program has established a reputation for graduating students with the education and training that has prepared them for entry into the workplace.

Evidence of labour market demand

At the heart of the creative economy are creative industries, who in turn, use creative and intellectual capital as primary inputs. In BC, the creative economy accounts for approximately 3.5% of the province's GDP in 2011⁴. According to the UN Creative Economy Reports (2008 and 2010), designed goods such as Fashion account for 60% of total exports in world trade. More specifically, "the worldwide market size of performance sportswear is currently estimated at US\$ 6.40 billion, and is expected to grow a further 18.75% to US\$ 7.6 billion by 2014. Performance protective wear is also predicted to outperform all work wear or industrial clothing with 15% growth across the six-year period to 2012, whereas work wear in totality will increase by 7%. This will increase the value of performance protective wear from US\$ 1.55 billion to US\$ 1.79 billion"⁵.

The product development and design (PD&D) process requires a wide range of highly advanced skills throughout its six stages: assess opportunity, strategize, conceptualize, develop, implement and launch. In Canada, approximately 225,000 people are employed in PD&D occupations. Over 40% are in technical and scientific occupations and 21% in design and marketing fields. The product design service industry has outperformed the Canadian economy

² Vancouver Economic Commission, Performance Apparel Sector Profile, (2012, April 30). Retrieved from www.vancouvereconomic.com/page/performance-apparel

³ BC Baccalaureate Outcomes data 2008 - 2010

⁴ BC Creative Conference, Hallin, Lillian, A Statistical Picture of the Creative Economy in BC (2012, May 12).

⁵ Textile Exchange, Knowledge Centre (2012, May 10). Retrieved from www.teonline.com/knowledge-centre/performance-apparel-global-market.html.

by 60% in terms of revenue growth over the 1999 to 2007 period. Revenue for the Canadian consumer fashion design sector has increased by 10% a year over the same period⁶.

Graduates of the program will be prepared to work in a number of areas in apparel and product design and production, with emphasis on technical and high performance materials. Students may also be interested in industrial design, health care industries and business development and manufacturing.

The attached **Program Viability Report** prepared by the Office of Institutional Analysis and Planning provides labour market data for related design fields that provide employment opportunities for graduates of the Post Baccalaureate diploma.

⁶ State of Design, The Canadian Report 2010.

New Program Proposal Template: Non-degree Program

Name of Institution: Kwantlen Polytechnic University
Title of Program: Post Baccalaureate Diploma in Technical Apparel Design
Credential to be awarded to graduates: Post Baccalaureate Diploma
Length of Program: 1 year (12 months)

Institutional Contact: George Verghese	Title: Dean, Faculty of Design
Phone: 604.599.2621	Email: george.verghese@kwantlen.ca

Submitted:	May 2012
Approved by Faculty Curriculum Committee	May 22, 2012
Approved by Faculty Council	May 28, 2012
Approved by Senate Standing Committee on Curriulum	June 6, 2012
Approved by Senate	June 25, 2012

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A. EXECUTIVE SUMMARY

The Faculty of Design offers programs that provide education and training for the creative industry in areas of fashion design, interior design, graphic design and starting in September 2012, product design. Employment outcomes for graduates in our degree programs reflect positive results, with at least 85% working in related fields. The academic quality and reputation of our programs meet our continuing commitment to our students as defined by Kwantlen's vision statement to be responsive to student and industry needs, providing a currency of knowledge that prepares students for successful and rewarding careers.

Context

Designated as a "special purpose teaching university", Kwantlen Polytechnic University creates relevant and engaging programs that integrate a broad-based university education, undergraduate and applied research experience, and essential skills practice. We support a dynamic educational community that embraces emerging and experimental teaching methods and research-driven pedagogy. We create a culture that is learner-focused, academically rigorous, innovative, interdisciplinary, and socially responsible¹.

Kwantlen's polytechnic mandate enables an agile response to industry demand for specialized training and a mechanism to receive continuous feedback on the competencies demonstrated by our graduates. The Faculty of Design has an extensive track record in partnering with industries for training, internships, scholarships, donated textiles, materials, equipment, professional services, staff time, and program planning. Our Fashion Design and Technology graduates presently work in design, marketing and production departments for vibrant lower mainland companies such as Arc'teryx, Aritzia, lululemon athletica, Mountain Equipment Co-op, Mustang Survival, and Sugoi Athletic Wear, founded by a Kwantlen graduate. The employment successes of our graduates and overall reputation of the Faculty and Kwantlen are reflected in our applicant data as well. Between fall 2005 and fall 2010, Kwantlen received 48% of BC high school students who chose to pursue an education in a design-related field². In 2011, an average of 6.1 applicants competed for each available space for admission to Design programs. All available data suggests there are good job prospects, a high level of demand for Kwantlen Design programs and solid employment outcomes for our graduates.

Dean's vision

In Spring 2011, our Dean and Coordinator in the Fashion Design and Technology program ramped up discussions with industry partners in the technical apparel industry to discuss collaborative opportunities to expand current offerings to train students for expertise and innovation in technical apparel design. In September 2011, George Verghese began his tenure as the new Dean in the Faculty of Design. Reinforcing the university's vision for being innovative, ambitious and transformative, his leadership will draw attention to new pathways and paradigms for higher education in design. His strategic direction for the Faculty of Design identifies key activities within three domains: teaching, research and community engagement. In November 2011, Dean Verghese circulated his positioning document towards a strategic plan for the Faculty. It began with a bold statement: "The only way to predict the future is to invent it" (Alan Kay, 1971).

The Faculty of Design have talented subject matter experts and a demonstrated commitment to keeping pace with vibrant cultural and technological shifts in design. Students develop a solid grounding in their discipline, but also the ability to adapt and think critically. Several former graduates work in BC's technical apparel companies after designing technical apparel-related collections during their undergraduate degree. These include Leah Kleisinger who developed a line of fly-fishing apparel, and Nancy Fedoruk whose collection was snowshoe-racing apparel. Our applied degrees are effective incubators for design ideas, and students are encouraged to pursue these ideas through independent research and projects.

¹ Kwantlen Mission and Mandate (2012, May 13). Retrieved from <http://www.kwantlen.ca/mission/mission-mandate.html>

² Student Transitions Project, Ministry of Advanced Education

Through continued discussions with industry partners and faculty, we recognized the opportunity to develop a Post Baccalaureate Diploma in Technical Apparel Design. The one-year program would act as an accelerator for building talent in technical apparel design, providing design graduates with a deeper level of study in design strategies and innovative technologies that would further their entry into more mid-level positions among BC's technical apparel companies as well as support them towards entrepreneurial endeavours.

BC's Technical Apparel Industry

BC is Canada's leader in technical apparel design and several BC companies are regarded as early adopters of new technologies in technical apparel. Technical apparel, also known as performance apparel, refers to garments that perform or function for some purpose such as helping "athletes and active people keep cool, comfortable and dry through moisture management and other techniques"³. Given the strong reputation of our current Design programs, we recognize a unique opportunity for Kwantlen to be in the centre of this hub of more than three dozen performance apparel businesses in greater Vancouver⁴ that are serving local markets created by a population focused on health, recreation, and outdoor activities. Performance apparel businesses are engaged in high-tech innovations in materials and construction, unique local designs, and cutting-edge branding and marketing⁵.

BC companies are already internationally renowned for their quality and innovation. Arc'teryx pioneered the use of textile lamination in traditionally sewn goods. By laminating or bonding sections of material together, it eliminates bulky seams, minimizes weight, and creates modern, aesthetic design lines⁶. lululemon engineered a lightweight fabric called transluxent™. This moisture-wicking fabric provides shape retention and a silky feel. The high spandex content allows for precision laser cutting that helps race-ready undergarments stay in place⁷.

This Post Baccalaureate Diploma addresses an area of growth in BC's apparel industry. The program will not only focus on the technology development activities that drive product innovation but also provide students with research tools for product development. Leveraging our polytechnic approach to education and training, students and faculty will be engaged in applied research of every stage of the textile industry innovation chain. In the last decade, the Canadian Textile Industry undertook a critical examination of all its categories, resulting in the publication "Technology Roadmap for the Canadian Textile Industry" (2008). The report identifies an opportunity for Canada to lead the world's demand for technical textiles that meet special requirements and offer heightened performance. With this program, we're going where the future is headed in the apparel industry.

Future of Technical Textiles and Apparel

Innovations in textiles and fabrics have significantly evolved in the last two decades. A good example is moisture-absorbent fabric used to produce technical apparel. Because of its ability to absorb all the moisture and sweat and move it away from the body, products made with moisture-wicking materials range from shirts to socks and gloves. Known as smart fabrics, future developments expect the design and development of fabrics that are capable of health monitoring, communication, protection, and entertainment.

The technical apparel industry was long considered a niche market, and future product development in this field anticipates unprecedented use of smart fabrics. Because of their development and production expense, most smart fabrics occupy specialized markets. However, the extensive development and

³ Textile Exchange (2012, May 12). Retrieved from <http://www.teonline.com/knowledge-centre/performance-apparel-global-market.html>

⁴ Vancouver Economic Commission, Performance Apparel Sector Profile, (2012, April 30). Retrieve from www.vancouvereconomic.com/page/performance-apparel

⁵ Vancouver Economic Commission, Performance Apparel Sector Profile, (2012, April 30). Retrieve from www.vancouvereconomic.com/page/performance-apparel

⁶ Arc'teryx, Manufacturing Statement (2012, May 11). Retrieved from <http://veilance.arcteryx.com/Construction.aspx?EN>

⁷ lululemon, Fabrics and Technologies (2012, May 11) Retrieved from <http://www.lululemon.com/education/info/fabricsandtechnologies?mnid=mn:education;fabrics-and-technologies#luon>

research may make these smart fabrics extremely valuable and ubiquitous in the niches they occupy both today and in the coming decade. According to the [Electronics Industry Market Research and Knowledge Network](#), "The global market for smart fabrics and interactive textiles is projected to reach a value of US\$1.31 billion by 2012."⁸

Technical apparel industries are poised for growth and are looking for talented trained designers who can help generate new ideas and further technological advances in this field. Kwantlen's existing partnerships with these industries truly reflects the polytechnic university mandate and informs the direction of research-driven training programs. This is coupled with our strategic approach to building translational research and innovation capacity through community engagement. Graduates of the Post Baccalaureate Diploma in Technical Apparel Design will develop attributes that lead to three personas embodied by the program as Design Innovators, Strategic Technologists and Transformative Leaders.

B. PROGRAM RATIONALE

Kwantlen's Faculty of Design has a unique opportunity to deliver a program that does not currently exist in Canada. A confluence of factors contributes to reasons why this credential is valuable to the province's economic and education platforms:

- BC is home to a network of technical apparel companies known for innovative products. With over three-dozen performance apparel businesses in greater Vancouver⁹, it's a natural fit to the British Columbia lifestyle. Technical apparel companies align with the passions of many of BC's citizens who are focused on health, recreation, and outdoor activities.
- Kwantlen's Faculty of Design attracts and enrolls students who are pursuing a design education in BC. Their education and training has prepared them for entry into the workplace. Upon graduation, over 85% of our students report finding employment in a design-related field¹⁰.
- Kwantlen's polytechnic mandate facilitates our prioritization for the development of educational programs that can adapt and respond to industry demand for specialized training. Our Faculty of Design program has established a reputation for graduating students with the education and training that has prepared them for entry into the workplace.

C. PROGRAM DESCRIPTION

Proposed credential to be awarded

Post Baccalaureate Diploma in Technical Apparel Design

Faculty or School offering the proposed new degree program

Faculty of Design

Anticipated program start date

Academic year 2013-2014. The anticipated start date of the diploma is January 2014.

Anticipated completion time in years or semesters

Students engaged in full-time study are able to complete the Post Baccalaureate Diploma in Technical Apparel in twelve consecutive months.

⁸ PRWeb (2012, May 8). Retrieved from http://www.prweb.com/releases/smart_fabrics/interactive_textiles/prweb730183.htm,

⁹ Vancouver Economic Commission, Performance Apparel Sector Profile, (2012, April 30). Retrieved from www.vancouvereconomic.com/page/performance-apparel

¹⁰ BC Baccalaureate Outcomes data 2008 - 2010

Program Goals

The overall goals of the Post Baccalaureate Diploma in Technical Apparel Design are to:

1. advance studies and research in technical apparel design. The program connects research, education and business to support, inspire and create innovative approaches to apparel design. Students will be prepared for further research through industry and academe projects and collaborations. Students can also pursue graduate studies in Canada or internationally.
2. provide thoughtful and talented designers to engage with growing demands in industry. Our consultation with industry partners reveals a demand for specialized positions as designers, patternmakers, product line managers and testing analysts. Graduates of the diploma can feed directly into the talent pipeline that demands highly-trained designers for this expanding industry in BC and internationally.

Graduate outcomes

The current Bachelor of Fashion Design and Technology and the new Bachelor of Design in Product Design provides students with a broad education in apparel and soft products design. The Post Baccalaureate Diploma functions similar to an honours year. For those who have already graduated with related fashion, product or industrial design degrees, the program provides a more concentrated approach to technical textiles than what could be offered in the undergraduate degrees. For those with degrees in health, kinesiology, engineering or other disciplines, the program can provide a related concentration that allows students to conceptualize their studies in technology or kinesiology in order to understand the motion of the body and the relationship of movement and performance to apparel design.

Students will build on their undergraduate education to further develop their skills in leadership, technical and research skills and business strategies. Current research indicates both quantitative and qualitative reasoning is important in liberal arts and design education. The development of the graduate profile for the Post Baccalaureate Diploma in Technical Apparel Design took this into consideration as it developed its performance dimensions to include three domains: knowledge, personal, and professional. These have driven the development of the curricula plan for the diploma. These domains are broken up into more specific elements of performance, which include: leadership, multicultural and social appreciation, creativity and curiosity, mastery of skills, and continuous life-long learning. A combination of divergent and convergent thinking processes are progressively explored in the courses that lead towards the understanding of material advances, contextual issues, and creative leadership. These in turn form the personas that lead towards the graduate profile of: Design Innovator, Strategic Technologist and Transformative Leader. This synergy between design, technology and business is emphasized within this graduate profile and form the cornerstones for the Faculty's graduate outcomes for all students. As students complete their capstone project, they may be inspired to pursue graduate studies to further their applied research interests.

Evidence of labour market demand

At the heart of the creative economy are creative industries, who in turn, use creative and intellectual capital as primary inputs. In BC, the creative economy accounts for approximately 3.5% of the province's GDP in 2011¹¹. According to the UN Creative Economy Reports (2008 and 2010), designed goods such as Fashion account for 60% of total exports in world trade. More specifically, "the worldwide market size of performance sportswear is currently estimated at US\$ 6.40 billion, and is expected to grow a further 18.75% to US\$ 7.6 billion by 2014. Performance protective wear is also predicted to outperform all work wear or industrial clothing with 15% growth across the six-year period to 2012, whereas work wear in totality will increase by 7%. This will increase the value of performance protective wear from US\$ 1.55 billion to US\$ 1.79 billion"¹².

¹¹ BC Creative Conference, Hallin, Lillian, A Statistical Picture of the Creative Economy in BC (2012, May 12).

¹² Textile Exchange, Knowledge Centre (2012, May 10). Retrieved from www.teonline.com/knowledge-centre/performance-apparel-global-market.html.

The product development and design (PD&D) process requires a wide range of highly advanced skills throughout its six stages: assess opportunity, strategize, conceptualize, develop, implement and launch. In Canada, approximately 225,000 people are employed in PD&D occupations. Over 40% are in technical and scientific occupations and 21% in design and marketing fields. The product design service industry has outperformed the Canadian economy by 60% in terms of revenue growth over the 1999 to 2007 period. Revenue for the Canadian consumer fashion design sector has increased by 10% a year over the same period¹³.

Graduates of the program will be prepared to work in a number of areas in apparel and product design and production, with emphasis on technical and high performance materials. Students may also be interested in industrial design, health care industries and business development and manufacturing. Appendix A. provides labour market data for related design fields that provide employment opportunities for graduates of the Post Baccalaureate diploma.

State how the institution satisfied itself that there is not unnecessary duplication in the system

There are related undergraduate and/or post-graduate education programs in fashion and/or apparel design. The offerings all vary in duration and pedagogical approaches. From our research, we learned:

- There are no programs in BC that specifically teaches technical apparel design at the undergraduate or Post Baccalaureate or graduate level.
- There is only one program outside BC, in Montreal, Quebec for Technical Clothing Designer. LaSalle College in Montreal provides an Attestation d'études collégiales (AEC) in the International School of Fashion, Arts and Design. This is a one-year program only.

Related Fashion or Industrial Design programs in BC:

In adding to our Kwantlen degrees in Bachelor of Design, Fashion and Technology and Bachelor of Design in Product Design, the following programs are offered in public and private BC post-secondary institutions:

1. Art Institute of Vancouver: Diploma in Fashion Design
2. Blanche MacDonald Centre: Diploma and Certificate programs in Fashion Merchandising and Fashion Design
3. Capilano University: Diploma in Textile Arts
4. Emily Carr Institute of Art and Design: Bachelor in Industrial Design
5. University of the Fraser Valley: Diploma in Fashion Design
6. Vancouver Community College: Diploma in Fashion Arts

D. CURRICULUM

The diploma presents studies in technical apparel design that shifts from breadth to depth, with advanced course that will be divergent and convergent in a 12-month framework.

Learner Profile

The Post Baccalaureate in Technical Apparel Design is aimed at an independent learner who is driven to explore educational domains and disciplines without the stricture of boundaries. The student will be involved in a trans-disciplinary rather than an interdisciplinary approach, as the students will use other experiences to move into a new discipline. This pedagogical approach allows the knowledge of one discipline to be transferred into another framework. The industry will need critical thinkers that challenge the existing frame to move industry forward. To be successful in the business of design, they need technologist who can strategize, creative innovators who are willing to take risks and leaders who can manage the continuing shifts in today's economy.

¹³ State of Design, The Canadian Report 2010.

Course praxis

The subjects will all be practice-based that leads to practice-led research outcomes to apply the learning objectives. Each course leading up to the capstone project will act as a catalyst for exploration and research. The content are deliberately written to allow for maximum agility in a changing design world. It is written to allow the projects the opportunity to delve deeper through research and analysis. Students will demonstrate an ability to be independent and self-manage their course work rather than prescriptive approaches to assignments and course content. Students will work closely with faculty to explore the course topic and meet the learning objectives. In this context, the learning objectives are of prime importance, as specific outcomes can not be prescribed prior to the engagement with the student. Through this approach the praxis of studio teaching will be reached.

A larger view of the word “prototype” is needed, allowing non-design students to work towards a visual outcome that may be atypical than a student who is trained in design.

Draft Framework

Post-Baccalaureate Diploma in Technical Apparel		
30 credits (21 credits of 5XXX¹⁴ level courses plus 9 credit thesis/project)		
Spring semester (begins January 2014)	Course 1: Technical Textile Technologies (3 credits)	15 credits
	Course 2: Technical Apparel in Context (3 credits)	
	Course 3: Business strategies for Technical Apparel (3 credits)	
	Course 4: Design Scenarios (3 credits)	
	Course 5: Technical Apparel – Global Markets (3 credits)	
Summer semester (begins June 2014)	Course 6: Technical Apparel – Sociocultural Analysis (3 credits) <i>Offered through the Summer Institute 2013</i>	6 credits
	Course 7: Strategic Design Direction (3 credits) <i>To be offered through self-directed study</i>	
Fall semester (begins September 2014)	Course 8: Capstone project: Technical Apparel Product (9 credits)	9 credits

As illustrated in the curriculum framework chart, students complete foundational courses in the first semester, followed by an annual Summer Institute that will bring together students, academics and industry. In the final semester, students will work on a capstone project including a presentation on the development of a business strategy for technical apparel. Students’ presentations to a faculty and industry panel will explore issues and meaningful scenarios that warrant further investigation.

Note: Through its curriculum development process and ongoing program evaluation, the Faculty will continue to explore options for the delivery of the program. The timetable and timing of courses will consider quality and accessibility, and effective and timely training for industry.

A distinguishing feature of the program’s design and framework is its ability to evolve and keep pace with research and development in technical apparel, both from industry and research advances. The growing trend in R&D in smart materials exemplifies a convergence of consumer electronics with fashion. Online journals, webinars and forums along with industry and academic conferences can make this information accessible to our students for them to engage in design, technology and business requirements in this field. They are able to bring this knowledge into their course work, specifically for their capstone project. Through the project, students are able to investigate technical textiles and apparel design and production that can contribute to industry that are seeking innovation as a competitive driver.

¹⁴ The course acronym and rubric is to be determined in consultation with the Registrar’s office. Courses may be numbered at the 5XXX or 4XXX level, with a new acronym for technical apparel courses or use existing DEPD or FASN acronyms.

E. ADMISSIONS AND TRANSFER

Target Audience

The program will attract graduates from a wide range of disciplines that include fashion, clothing or textile design, product design, industrial design, interior design, engineering, business or kinesiology. It will also draw professionals working in areas of design, health and wellbeing, engineering, sports and kinesiology programs. These professionals are drawn to furthering their design education in order to keep up to today's global economy and innovative technologies, along with cultural and environmental sustainability issues. The program can expect to attract students from Canada, US, and Europe as well as emerging economies in South America and Asia.

Target audiences include:

1. Graduates of Kwantlen's Faculty of Design programs. Faculty enrolment information has been included in Appendix B.
2. Graduates of design, kinesiology, engineering, and related undergraduate programs
3. Professionals from industry wishing to upgrade their education and training credentials

Applicant characteristics

Great designers come from a range of places, life experiences and educational settings. They will have an inquiring mind, professional skills, leadership potential, ambition and a passion for design and innovation. It is expected they will demonstrate the general dimensions of learning outcomes commonly identified with an undergraduate education.

Admission requirements

- All applicants must meet Kwantlen's General university admission requirements including the undergraduate-level English Proficiency Requirement.
- A baccalaureate degree from a recognized post-secondary institution:
 - The program requires a four-year undergraduate degree.
 - Applicants must demonstrate an understanding of design, specifically in apparel, product or textile design. Depending on the area of interest expressed in their application, students may apply from a broad range of disciplines provided they have the necessary courses for admission to the program.
 - Due to a limited number of design-related degree programs in Canada, undergraduate degrees from relevant disciplines will be considered. The program expects to draw students from the following programs: Visual or Fine Arts, New Media, Architecture, Engineering, Kinesiology (Human Factors/Ergonomics), and Commerce or Business.
 - Given the iterative nature of Design, students in seemingly unrelated disciplines may be admitted if their intended area of focus in the program draws closely on their education or professional experience (for example, exploration of new materials and research in textiles)
- A min. 3.0 cumulative GPA on upper-level courses from the applicant's baccalaureate degree
- Specific course requirements within the baccalaureate degrees include:
 - 6 credits of university-level English or Applied Communications (or equivalent)
 - 6 credits of university-level Accounting, Business and Quantitative Methods, Math or Science (eligible Kwantlen courses as per the list of Quantitative Courses under www.kwantlen.ca/calendar/2011-12/courses/quantitative.html, or equivalent from other post-secondary institutions). Pre-requisite waivers can be granted for relevant industry experience.
 - Applicants who do not present the required course requirements for admission can be considered for admission on the condition of a qualifying semester or year. This will require students to complete these required courses prior to entry into the program.

- Applicants with relevant industry experience can be assessed through Kwantlen’s English and Math Placement for an evaluation of his or her abilities in literacy and numeracy.
- Resumé
- Statement of intention
 - A description of the applicant’s intellectual and creative interests, why he or she is interested in the program and future career expectations upon completion of the program.
- Two professional letters of reference
- Portfolio
- Interview

Transfer student access

No transfer arrangements have been established for this program.

Opportunities for further study

This program is itself a continuation of education for design students and those already working in industry that is seeking further education.

In Canada, Emily Carr University of Art and Design, University of Alberta, Ryerson University and Ontario College of Art and Design University offer graduate degrees in design. There are also numerous graduate programs in fashion and textile design offered throughout the US, Europe and Asia. It is expected that this Post Baccalaureate diploma will support students’ entry into graduate programs to continue their education. Further, applicants may seek transfer credit for the courses completed through their diploma in their pursuit graduate studies.

Graduates will also have access to conferences and other educational opportunities offered by industry and professional associations. These include:

- Smart Fabrics Conference, www.smartfabricsconference.com
- International Conference on Technical Textile and Nonwovens
- Apparel Tech Conference West, apparel.edgl.com/conferences

F. PROGRAM CONSULTATIONS AND EVALUATION

Institutional priorities guide the support for and implementation of new programs, with preference given to those that reflect industry and community needs, labour market needs, and align with Kwantlen’s values and mandate as a Polytechnic University.

In keeping with government standards, the development of new programs must go through a comprehensive approval process within the Faculty, Senate and Board of Governors prior to submission to the Degree Quality Assessment Board.

Development Timeline

Stimulus	<p>In Spring 2011, our former Dean and Coordinator in the Fashion Design and Technology program ramped up discussions with industry partners in the technical apparel industry to discuss collaborative opportunities to expand current offerings to train students for expertise and innovation in technical apparel design.</p> <p>September 2011, George Verghese begins tenure as Dean of the Faculty of Design. A positioning document towards a strategic plan is shared with the</p>
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	Kwantlen community in November 2011.
Research and consultation	Since Fall 2011, consultations with designers and educators to ascertain the level of need, demand and direction required for further education in technical apparel.
Curriculum Framework	Evaluation of various credentials for students beyond the Bachelor's degree in BC, across Canada and around the world, with specific review of credentials taught at polytechnic universities. From October 2011, the program development team identified graduate outcomes and continued consultation with industry and educators.
Kwantlen Program Development and Approval	<p>Since March 2012, consult on recruitment, admissions and enrolment plan and administrative framework for the Post Baccalaureate Diploma.</p> <p>From May 2012 to November 2012, the anticipated approval process are as follows:</p> <p>Presentation of the Concept Proposal and Full Program Proposal to the Faculty of Design Curriculum Committee and Faculty Council for approval of the Post Baccalaureate Diploma.</p> <p>This will be followed by a presentation to Senate Standing Committee on Curriculum (SSCC) and Senate and the Board of Governors.</p>
Ministry Program Approval	Following Kwantlen approval, submit program proposal to Degree Quality Assessment Board (DQAB) Secretariat for posting on the Post Secondary Institutions Proposal System (PSIPS) website
Enrolment process	From March 2013, launch student application processes for Post Baccalaureate Diploma in Technical Apparel
Program Launch	Launch Post Baccalaureate Diploma in Technical Apparel in January 2014

List the other provincial post-secondary institutions consulted about the proposed program

- Vancouver Community College
- University of the Fraser Valley
- Simon Fraser University

Provide a list and summary of the nature of all other consultations

Discussions with industry partners are ongoing and reflect the agile and iterative nature of design education and training. Since Fall 2011, the Dean and Coordinator have been involved in multiple activities surrounding the future demand and direction of BC's technical apparel industry. It is duly recognized that the consultation has not been a linear process, whereby the Post Baccalaureate Diploma is brought forward as an idea to be shopped-around. Rather, the proposed diploma reflects a new focused educational framework that has direct links between our students and their future employers. Working from the demand side of the equation, we are uniquely positioned to supply skilled technical designers for a growing industry in BC. Industry consultations have also centred on a number of objectives:

- develop of an awareness campaign to raise the profile of technical apparel companies in BC
- provide professional development opportunities for current working professionals in the technical apparel industry
- identify specific skills required to meet the demand for product innovation and continue to nurture talent within the province.

These consultations are ongoing, including a meeting scheduled in early June 2012 that will bring together senior designers from technical apparel companies to discuss the goals outlined above.

Note: The following consultation meetings have occurred since the submission of the proposal document to Kwantlen's senate committees:

- June 13, 2012: Meeting with design and development representatives from one of our industry partners to learn more about their current design and production processes and future industry needs.
- June 25, 2012: Meeting with senior leadership of six prominent technical apparel companies to discuss the future of technical apparel and their industry needs.

This is equally reinforced by the Faculty's application for the Canada Foundation for Innovation Fund to develop Technical Textile User-centred Design Institute (TUDI). The application was submitted in April 2012. The application involved extensive consultation on technical textiles and applied research projects involving seven faculty from multiple post-secondary institutions including Kwantlen Polytechnic University, Ontario College of Art and Design University, Ryerson University and University of Saskatchewan. The proposal requests CFI investment in Kwantlen Polytechnic University's Technical Textile User-centred Design Institute (TUDI) to facilitate a research and technology development program designed to respond to the Canadian textile industry's needs. This research program will further connect the Faculty to an extensive network of national and international research collaborators and industry partners.

Feedback from the following industry partners to be received by May 28, 2012:

- lululemon athletica (Appendix C)
- Arc'teryx (Appendix C)
- North Face
- Misfit Wearables

Student Financial Aid Eligibility

Based on the draft framework, the program proposal for the Post Baccalaureate Diploma in Technical Apparel Design does not satisfy the eligibility criteria to qualify for StudentAid BC funding for students. The course load per semester does not meet StudentAid BC's definition of full-time. Specifically, semester two (Summer 2014), at 6 credits, does not satisfy the full-time criteria. Semester three (September 2014) is also a concern at 9 credits.

The development of the program framework will continue to explore options for how and when courses will be offered with consideration for student financial aid eligibility.

Ongoing Review and Evaluation

Following the first year of the program, a review of each course with the instructors and students will be completed. There will be a complete program review that is informed by the individual course reviews to be conducted by the program advisory committee. The review committee will include internal and external representatives and will include an implementation schedule for any future recommendations and actions.

Industry feedback on the program's educational effectiveness will be immediate, through their close working relationship with the students throughout the program along with their employment in technical apparel companies upon completion of the program.

Indicate whether safety and other risk management factors have been addressed where appropriate:

Risk factors associated to the delivery of the Post Baccalaureate in Technical Apparel Design are limited. Occupational Health and Safety policies and practices are in place with the Faculty's existing programs to ensure risk is mitigated for students handling sewing machines and other sharp equipment for their projects. The risk is further reduced as the construction of projects is for limited quantities and is not high volume production.

Appendix B. Draft Calendar Descriptions for new courses in Technical Apparel

Course 1: Technical Textile Technologies (3 credits)

This subject introduces the student to advances in textile technologies that are revolutionizing the garment and product industries. The students will enhance their current material knowledge and engage in exercises to enhance their understanding of applications of these technologies. Material technologies that expand the performance of apparel will be examined that include material content; structure, and function; each of these broad areas will be further analyzed in depth with reference to expanding nature of the technologies. Students will be undertake research into material technologies and will be supported through a series of lectures, guest speakers, seminars, and studios that aid their understanding.

Course 2: Technical Apparel in Context (3 credits)

This subject will examine the relationship of technical apparel to the human body, which is its intended environmental context. This course will explore the application of a human-centred systems approach to front-end analysis (also called programming, exploration, discovery) to inform the design process and to guide design decisions. The relationship of the study of kinesiology and ergonomics will allow the students to understand the motion of the body and the relationship of performance to the apparel design. Methods of understanding the end-user(s) and their tasks within situational context will be presented and discussed, drawing on theory and experience of students. These methods will be applied in small-group activities to address design challenges, and to derive and prioritize potential design solutions that will be presented to the class for feedback and discussion.

Course 3: Business Strategies for Technical Apparel

This subject will introduce the students to business and leadership strategies used in the technical apparel industry. Mapping the variety of approaches needed to aid business development will be examined. Identification of market threats and opportunities will be discussed through a series of lectures, seminars and projects. This knowledge will allow the student to gain an understanding of key elements of leadership in the industry.

Course 4: Design Scenarios (3 credits)

This subject is focused on optimizing design thinking by examining different scenarios. By its very nature design is an activity concerned with the future, and in this time of rapid transformation; with all its accompanying complexity, threats and opportunities, being aware of how change might impact on design becomes critical. The students will identify the key factors in design, business and technology that will impact the technical apparel and related industries over the next decade. Guest lectures from leading designers, academics, manufacturers, and industry leaders will aid the student in mapping out clear strategies for future development.

Course 5: Technical Apparel – Global Markets (3 credits)

This subject will be focused on the impact of global factors on the development to the technical apparel industry. It will look at geographic and cultural impacts on the use and function of the technical textile that belong to a global market. Research into a selected global market will form the core project that grounds the subject that will be supported through guest speakers, lecture series, and seminars. Convergent thinking will lead to defined outcomes in the final analysis.

Course 6: Technical Apparel – Socio-cultural Analysis (3 credits)

The subject is offered in an intense mode during a summer institute (new initiative offered through the Faculty of Design beginning Summer 2013) to allow for a focused examination of user groups. Divergent thinking exercises will lead the student to take a broader look at potential market segments. This will lead to a socio-cultural group that is selected for detailed analysis of the use of technical apparel to benefit their performance, comfort, and satisfaction of use. Lectures and guest speakers will support the students in this practice-led research subject.

Course 7: Strategic Design Direction (3 credits)

This subject expands on the existing knowledge attained by the student in the course and through their own experiences to examine the complex factors affecting the design of technical apparel. The subject will allow the student to undertake self-directed research into a market and user group with the aim of examining creative innovation, strategic technological advances, and transformative leadership directions. This research forms the basis for the final project. Outcomes for the subject will be both written and visual and will demonstrate innovative thinking. The subject is offered through self-directed study.

Course 8: Capstone Project: Technical Apparel Product (9 credits)

This is the final subject of the Design majors in the Post Baccalaureate Diploma in Technical Apparel Design. Students will utilize the knowledge and insights they have gained from their studies to develop an original body of design work. Each student will develop his or her own independent project that builds on his or her strategic design-direction subject. The Capstone Project will include four elements: design research, design conceptualization, design development and design evaluation. Assessment is based on the submission of projects that clearly demonstrate these four elements of the design process. This is a demanding subject that requires a high level of self-motivation and self-management. Students will need to plan their time effectively as there is a substantial amount of work in translating a project idea into a well-researched and documented design proposal, concluding in a responsive detailed design. The outcomes will be a clear demonstration of a business strategy for a technical apparel product.

Appendix C. Written Feedback from Industry Consultation

Company: lululemon athletica

Contact/Title: Laura Appleton, Product Recruitment Manager

Telephone: 604.732.6124 (ext. 4240)**Email: lappleton@lululemon.com**

Email received on May 28, 2012

The current demand for sports performance designers outstrips the supply around the world. Graduates are graduating from fashion design degrees without the technical knowhow of how to combine function with fashion effectively. With cotton prices rising and supply chain capacity decreasing there is a perfect storm of customers looking for clothing that is both functional and fashionable – giving real perceived value. High end fashion is looking to sports performance apparel, increasingly we see Stella McCartney, Alexander Wang and Phillip Lim showcasing sportswear on the catwalk each season. Traditionally high street fashion follows the trends of the catwalks each season, every year we see an increase in functional apparel being modeled and then reproduced for high street brands.

To have a dedicated sports performance education option in Vancouver creates a real foundation for the employee demand to be met. Currently Central Saint Martin's in London, England and Esmod Berlin International School of Fashion in Germany are producing students that elevate the industry and push the design boundaries. To have a hub of talent on the west coast of North America will be an invaluable resource to apparel companies and the local economies as a result.

Whilst we have a local first recruitment policy, we are currently importing 7 out of 10 of design talent due to education and experience gaps. This can be reversed and I am very excited to support the initiative.

Laura Appleton
Product Recruitment Manager

Company: Mustang Survival

Contact/Title: Wendell Uglene, P.Eng, Manager, Applied Research

Telephone: 604.244.6786**Email: wuglene@mustangsurvival.com**

Email received on May 25, 2012

I truly believe such a program will create benefits to BC in particular. I liken what your creating for TECH APPAREL to what SFU created for ENGINEERING with the MECHATRONICS program. Mechatronics is a BAsC degree that married Mechanical, Electronics and Computing together to create well-rounded engineers who can easily cross over disciplines. Mechatronics graduates are being grabbed by industry before they graduate (about 40-50 created each year).

If Kwantlen can create a generation of technical apparel designers who seamlessly work with fibers, fabrics, electronics and computing software to create world-class products, I believe they will find employment within the traditional tech garment world, as well as creating exciting applications within the interactive entertainment industry (movies, gaming, music). I believe that smart textiles have huge potential to the interior design world – buildings and automotive.

Wendell Uglene, P.Eng.
Manager, Applied Research MUSTANG SURVIVAL CORP.

BOARD ITEM / New Business

Issue: **Institutional Accountability and Report 2011/12 – 2013/14**

For Information: Attached is Kwantlen's 2012 Accountability Plan and Report that was sent to the Ministry of Advanced Education in July. The Plan describes the context in which Kwantlen is operating and planning, and demonstrates the alignment of Kwantlen's institutional goals with those AVED has developed for BC's postsecondary education system. The report contains Kwantlen's performance measures and targets; some are set by AVED and some by Kwantlen. The report also includes the summary FTE Report for 2011/12 and the summary audited 2011/12 Financial Statements.

Ariana Arguello, Manager, Strategic Planning, will provide a context for the attached document and field any questions.



**Institutional
Accountability
Plan and
Report**

**2011/12
-
2013/14**

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1. Letter from the Board Chair and President

July 12th, 2012

Board of Governors

Hon. Naomi Yamamoto
Minister of Advanced Education
Province of British Columbia
P.O. Box 9059, STN PROV GOVT
VICTORIA BC V8W 9E2

Dear Minister Yamamoto:

We are pleased to submit Kwantlen's Institutional Accountability Plan and Report for 2011/12 – 2013/14, and affirm that, in accordance with Kwantlen's governance structure, the Board Chair and the President are accountable for achieving its objectives and would be most pleased to answer any questions you might have about it.

The University has enjoyed another year of growth and development, even as it confronts many of the issues characteristic of change. Kwantlen's continued development confirms the decision to establish Kwantlen as a polytechnic teaching university, and we thank your Ministry for its continued leadership and support.

We're pleased to highlight some important information contained in this plan and report.

- Over the past two years Kwantlen has experienced an 8% growth in overall student enrolment and 4% growth in international student enrolment.
- Population growth in the Kwantlen region, much of it propelled by immigration, is projected to increase by 20% in the decade 2013 – 2023.
- Almost half the students Kwantlen currently serves have learned English as an additional language and we anticipate that this proportion will increase.
- Kwantlen continues to address its polytechnic mandate by embedding polytechnic characteristics in its new and existing programs, its partnerships with industry, and increasing number of students' connections to the workplace.
- Kwantlen is operating at over 100% utilization of its available classroom, laboratory, and shop space.
- Since 2007/08, Kwantlen has increased the number of on-line course registrations by 80%.
- Kwantlen continues to find efficiencies in its information technology and facilities infrastructure operations.

The University anticipates continued growth in the coming year and looks forward to welcoming its new president, Dr. Alan Davis, in September, and to providing continued excellent educational opportunities to the south Fraser region.

Sincerely,



Gord Schoberg
Chair, Board of Governors



John McKendry
President & Vice Chancellor

2. Institutional Overview and Strategic Direction 2012

2.1 Institutional Overview

Figure 2.1



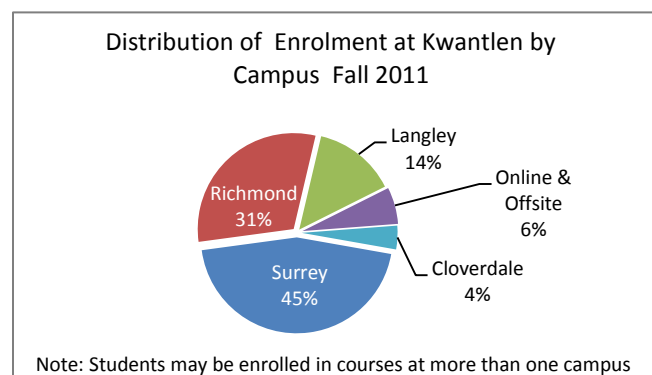
The Kwantlen region comprises the cities of Richmond, Langley, Surrey and White Rock, the Corporation of Delta, the Township of Langley, and the Tsawwassen First Nation, a total of 1,023 square kilometers. It has a population of 907,904 people,¹ 21% of BC's residents.

The region includes densely populated urban regions, suburban neighbourhoods, areas of heavy and light industry, and working farms. The Kwantlen region is home to three airports, three ports, six major highways, three rail systems, three international border crossings, and the majority of Metro Vancouver's warehouse space and remaining industrial land.

Four-fifths of Kwantlen's students and 55% of its employees live within the region.

To accommodate the burgeoning population across this large and densely populated region (950 persons per km²), Kwantlen has four campuses: Cloverdale (Trades and Technology), Langley, Surrey, and Richmond, as well as on-line course offerings.

Figure 2.2



All Kwantlen's campuses have a retail bookstore, cafeteria, learning centres, lounge areas, and WiFi network service. Both Surrey and Richmond campuses have conference centres that are heavily used for university and postsecondary system events, and are also rented to community groups. In April 2011, the Richmond conference centre was named the Melville Centre for Dialogue in recognition of a generous gift to the campus.

The **Richmond** campus library has 77 individual student study spaces, 98 computers, and small group study spaces for 70 students. In addition to computer labs and well-equipped science labs, the Richmond campus provides state-of-the-art graphic design

¹ Population and dwelling counts, 2011 and 2006 censuses, Statistics Canada

computer labs, interior design work studios, industry standard production and sewing labs for fashion design programs that support its Design programs (17 labs in total).

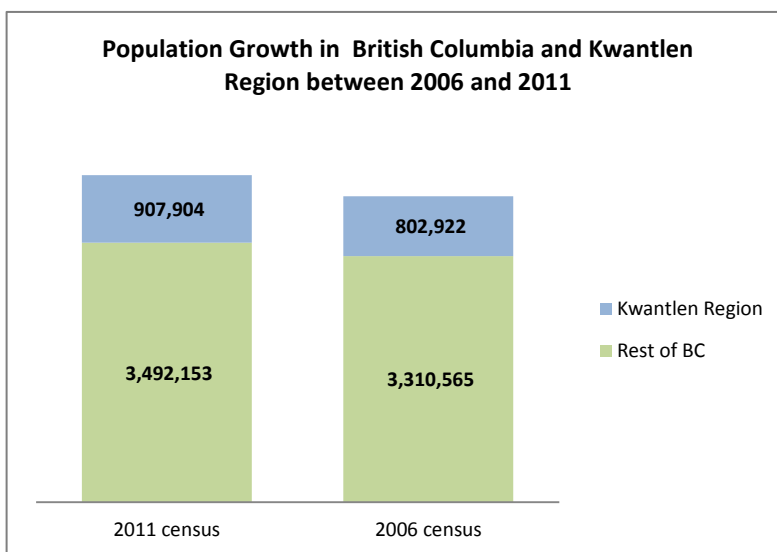
The **Surrey** campus is Kwantlen's largest and serves the majority of students. It has 51 classrooms, most of them wired for computer projections, 20 labs, including open science labs providing students with access to a variety of industry standard equipment; and a psychology lab that allows students to conduct computer simulation research. Visual arts studios accommodate many specialties and a public art gallery that showcases installations by students and visiting artists. Surrey is the only campus with a gymnasium and fitness centre. It has a large library with 238 individual student study spaces, 170 computers, and 390 seats in small group study spaces.

The courtyard provides space for student activities that showcase festivals for start of term, Aboriginal days, Diwali, a ball hockey tournament, and other celebrations.

The **Cloverdale** campus has 20 classrooms and 20 well-equipped shops and labs for a variety of trades and technologies. It has a specialized library collection that also provides 14 individual study spaces, 29 computers for student use, and group study spaces for 41 students Cloverdale is home to the only Farrier training program in BC's public postsecondary sector. The Cloverdale campus is Kwantlen's, and the City of Surrey's, first certified LEED Gold building.

The **Langley** campus has a 250 seat auditorium which provides superior acoustics for rehearsals and concert performances; this facility is also rented to community groups for performances. The music program has specialized classrooms, teaching studios and individual practice rooms. The Langley campus is home to the Horticulture field lab, turf training facility, greenhouses, a botany lab, as well as the Research Laboratory for the Institute of Sustainable Horticulture. As with the other campuses, the library at Langley has 90 individual student study spaces, 41 computers, and group study facilities for 67 students.

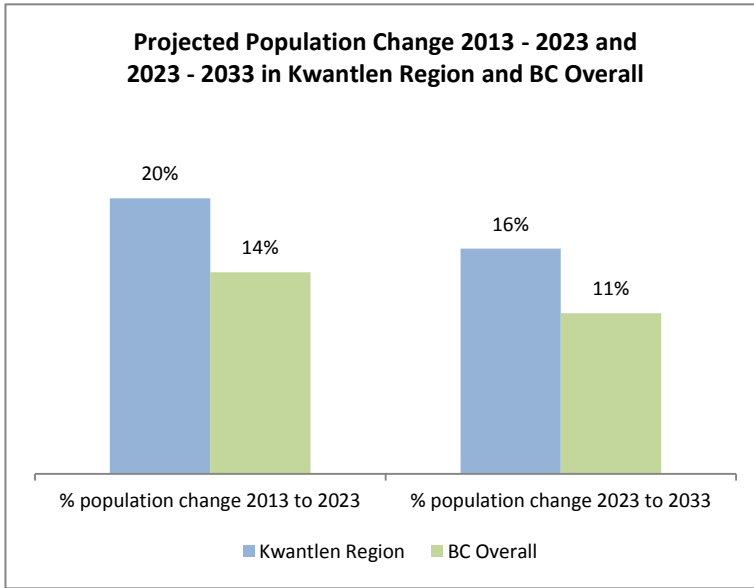
Figure 2.3



Kwantlen Polytechnic University provides educational opportunities to the fastest growing region of the province. Its regional population increased from 802,922 in 2006 to 907,904 in 2011; an increase of 13% (see Figure 2.3). This compares to a 7% population growth in the province in the same period. Thirty-seven per cent of the province's overall population growth in this five-year period was in Kwantlen's region.²

² Ibid.

Figure 2.4

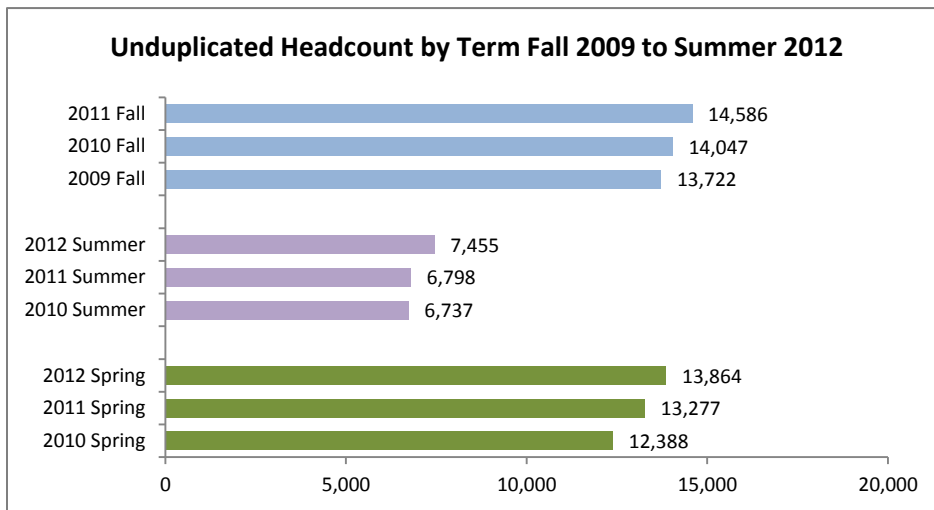


The most recent population projections prepared by BC Stats show that the Kwantlen region's population will exceed a million people by 2016.³ The population of the Kwantlen region is projected to increase by 20% in the decade between 2013 and 2023 while the population of BC overall increases by 14% (see Figure 2.4).⁴

Reflecting the growth in the regional population, Kwantlen's enrolments

have grown steadily. In the last academic year (AY) 2010/11, 19,101 individual students enrolled in programs at Kwantlen. This is an 8% increase over enrolments two years earlier in AY 2008/09 (17,662). The pattern of enrolment growth is evident in all three educational terms (see Figure 2.5).

Figure 2.5



³ PEOPLE 36, BC Stats September 2011

⁴ Ibid

Between AY 2008/09 and AY 2010/11, enrolment growth was greatest in the Faculties of Academic and Career Advancement (33%), Community and Health Studies (25%), Business (15%), Social Sciences⁵ (11%) and Trades and Technology (10%) (see Figure 2.6). Two-thirds of all Kwantlen students are enrolled in programs in either the Faculty of Business or the Faculty of Social Sciences. Over half of Social Sciences students are taking General Studies and 38% of Business students are taking Accounting. The majority of students, regardless of Faculty, are studying part time (i.e. taking fewer than 12 credits a semester). Because students may take courses in Faculties other than the one they are enrolled in, the distribution displayed in Figure 2.6 does not reflect the proportion of educational activity delivered by each Faculty.

Figure 2.6

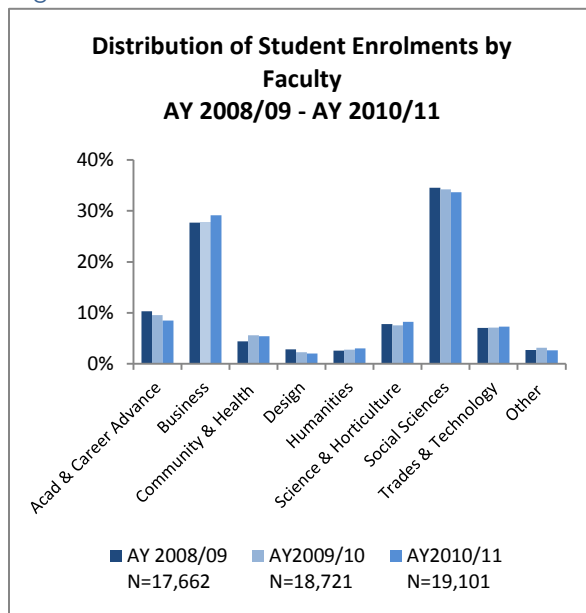
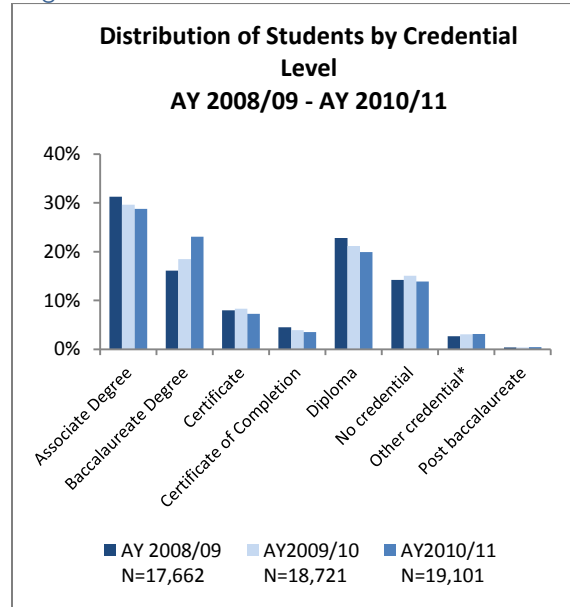


Figure 2.7



*Other credential includes citation and statement of completion

The number of Kwantlen students who are international grew by over 400 (4%) between AY 2008/09 and AY 2010/11. Most International students are enrolled in programs in the Faculty of Business and in the Faculty of Academic and Career Advancement.

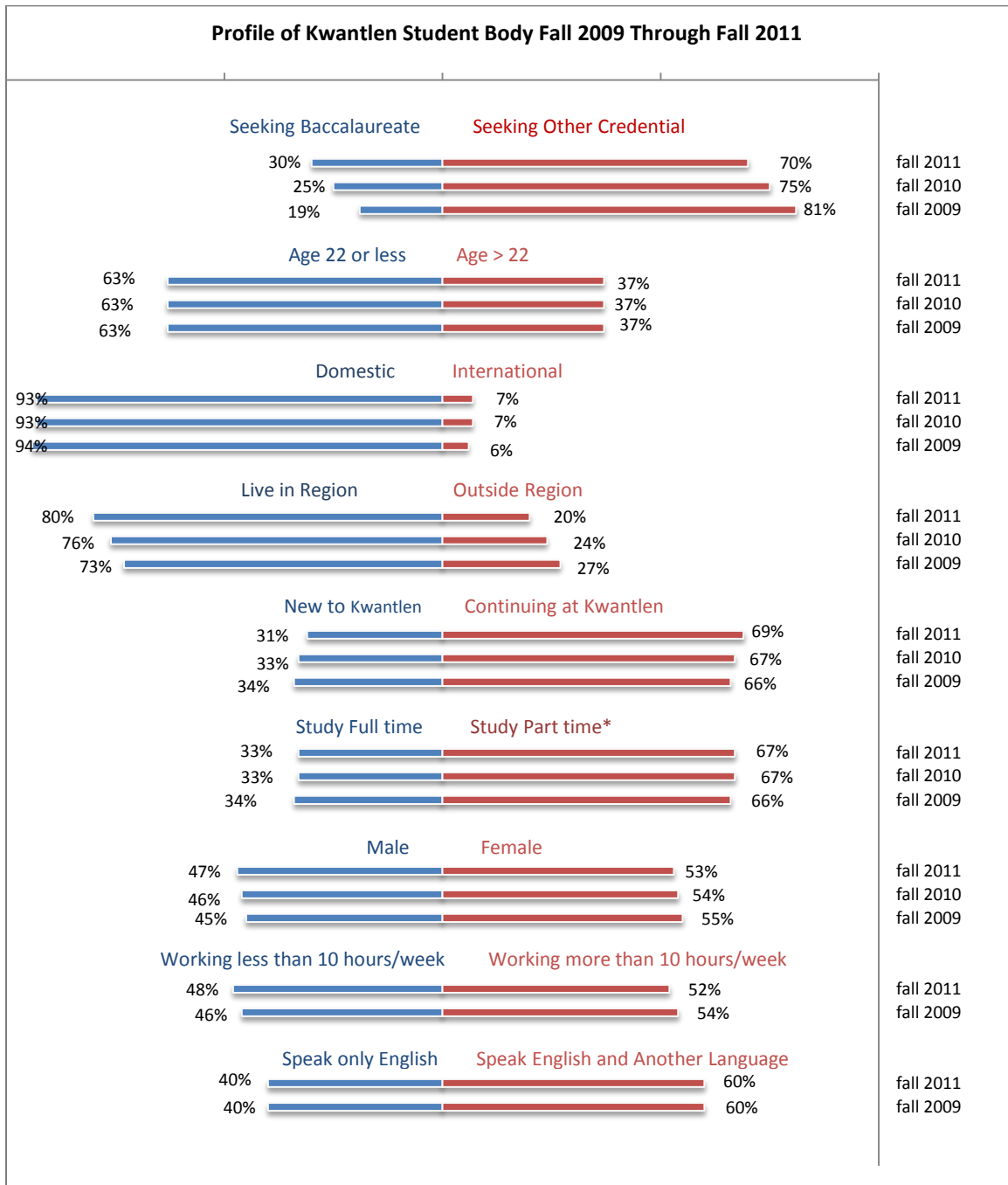
In AY 2011/12, Kwantlen students had a choice of one hundred and twenty-two programs ranging from post-baccalaureate diplomas through certificates of completion in a wide range of disciplines delivered by eight Faculties.

Apart from the increase in students enrolled in baccalaureate programs and the increase in international students, the profile of Kwantlen's student body has changed little over the past three years. See Figure 2.8 on the following page.

Kwantlen's faculty number has grown 6% between fall 2009 and fall 2011 to accommodate the increased number of students, and the proportion of full time to part time faculty has increased from 50% in fall 2011 to 52%. The proportion of Kwantlen faculty with PhDs increased from 22% in fall 2009 to 27% in fall 2011.

⁵ The Faculties of Social Science and Humanities amalgamated 1 April 2012 to form the Faculty of Arts. Because this report refers primarily to activity in fall 2011 and spring 2012, the faculty names existing then will be used.

Figure 2.8



*Part time defined as taking fewer than four courses in a semester.

2.2 Kwantlen's Strategic Direction

Kwantlen approved its Mission and Mandate Statement in 2009-10 (see page 8), and its Vision and Commitments Statement in 2010-11 (see page 9). In fall 2011 and spring 2012, Kwantlen has engaged in processes to develop strategic foresight scenarios that will inform the development of a strategic plan in the coming year.

2.2.1 Mission and Mandate Statement

Who We Are

Kwantlen is British Columbia's Polytechnic University. As a leader in innovative and interdisciplinary education, we offer all learners, regardless of background and preparation, opportunities to achieve the highest standards of academic performance. Its many programs of study provide applied learning and broad-based university education.

Its relevant, engaging, and inclusive environment facilitates personal and professional development. Critical awareness, cultural sensitivity, and social responsibility are all foundational to its commitment. We provide accessible and outstanding scholarship to prepare its learners for a complex world.

We value scholarship as a socially relevant obligation and opportunity. We support multiple approaches to research and innovation to address community, industry, and market needs. Community engagement is the manner in which we demonstrate its commitment to the social value of the University.

Its approach to teaching and learning is based on mentorship, discovery, purposefulness, and learner autonomy. Its faculty demonstrate an authentic spirit of inquiry as a model for learners. In turn, learners engage with a teaching environment that is collaborative, innovative, creative, and respectful.

Its University culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability. Yet we go farther: by recognizing the necessary integration of these principles as its foundation and its purpose.

What We Do

We support a dynamic educational community that embraces emerging and experimental teaching methods and research-driven pedagogy. We create a culture that is learner-focused, academically rigorous, innovative, interdisciplinary, and socially responsible.

We respect the academic freedom of learners, faculty, and staff as foundational to the pursuit of knowledge. We recognize that all members of the University community are responsible for exercising their freedoms with honesty, integrity, and respect for the principles of justice, equality, and human rights.

Access

Kwantlen's history and purpose as a polytechnic institution integrates college, trades, and university experiences. We respond to community, regional, industry, and market needs through a distinctive variety of programs, research initiatives, and community partnerships. Transitions programs, multiple entry points, international education, and bridging opportunities demonstrate its commitment to accessible lifelong learning across a broad range of educational options. We view access to education as the pathway to citizenship.

Scholarship

We encourage faculty and learners to participate in many forms of knowledge generation and research, including those focused on discovery, creativity, application, and teaching. We honour and reward scholarship that involves learners and the broader community in research design, development, and dissemination.

Community

We recognize and respond to challenges and opportunities within the dynamic communities of the Fraser region of British Columbia. We promote leadership by developing and supporting community-based initiatives that address economic, social, and cultural issues within an increasingly global context. Synergies among various groups are developed and sustained through complementary cultures and practices that encourage autonomy, adaptability, collegiality, service, and excellence.

Mentorship

We provide and promote a learning environment in which learners examine and develop their values, goals, and character through the integration of personal, academic, and professional inquiry. We encourage lifelong learning and a continuing relationship with the University. We expose learners to workplace experiences, offer programs in continuing education, and provide educational opportunities for those seeking career change or development.

Stewardship

Through program delivery, services, and research initiatives, we aspire to inform and transform attitudes and values to reflect its role as a responsible and sustainable educational institution. Its health and its achievements derive from, and depend upon, the health of the Earth and its inhabitants.

2.2.2 Vision and Commitments Statement

OUR VISION

Innovative, transformative, and ambitious, Kwantlen Polytechnic University serves the needs of our region, of British Columbia, and beyond. We inspire students to excel in their careers, lead in their communities, and succeed in their lives

OUR PROFILE

A Unique Institution: We deliver university degrees, programs in technology and trades, career and preparatory studies, and professional and continuing education, all of which reflect and express our polytechnic mandate

A Teaching University: We commit to currency of knowledge and disciplinary engagement, and deliver a well-rounded undergraduate education that stresses the relationship between teacher and student. We provide students with an ethical framework, critical understanding, and social awareness necessary for good citizenship

A Polytechnic: We emphasize applied education within the context of broad-based undergraduate learning to prepare our students for successful and rewarding careers

COMMITMENT TO OUR STUDENTS

Accessibility and Flexibility: open access, multiple entrance and exit points, program bridging, acknowledgement of relevant experience, and flexible learning pathways

Degree Education: every student pursuing a degree with a broad-based education, and acknowledges the importance of balancing depth and breadth of study

Professional and Continuing Education: learning opportunities that support professional and personal enrichment by responding to the needs of the workforce and the interests of our broader community

Student Experience: providing an out-standing student experience through our teaching, support programs, services, & systems that enhance & enrich student life

COMMITMENT TO OUR PROGRAMS

Applied Science and Technology: developing applied science and technology to advance its polytechnic mandate and to meet the emerging needs of British Columbia

Flagship Programs: the development of exceptional programs that reflect the institution's applied mandate and further its reputation

Service Learning: providing transformative experiences that integrate academic learning with principles of civic responsibility and community engagement

Work-integrated Learning: programs will include practical experience in the form of co-ops, practica, internships, or other applied initiatives

OUR COMMUNITIES

Aboriginal Engagement: developing meaningful partnerships, pedagogical approaches, program offerings, and student services to better meet the distinctive needs of all aboriginal peoples

Alumni: develop and maintain relationships that celebrate institutional pride leading to increased involvement with and support of the University

Applied Research and Innovation: promotes applied research and scholarly activities that enhance our teaching and enrich our communities

Educational Opportunity: celebrate the rich diversity of its region. Accordingly, we seek out students of diverse ages, backgrounds, and aspirations

Engagement with our Partners: establish strong and productive ties and external relationships to inform curriculum and new program development, to provide work-integrated learning, and to identify applied research and innovation opportunities

OUR UNIVERSITY

Academic Freedom: safeguard freedom of inquiry, thought, expression, publication, and peaceful assembly, which along with individual responsibility are the cornerstones of our identity

An Exceptional Workplace: provide an environment that inspires commitment and leadership, and provides an attractive and vibrant place to work and to grow

Institutional Participation: support collegial, transparent and collaborative decision-making processes and establishes mechanisms to

encourage broad participation from all areas of the University

Internationalization: Kwantlen commits to providing a global perspective by developing a vibrant international student body and partnerships that encourage faculty and student participation

Promoting Excellence: Kwantlen inspires, supports, and celebrates outstanding achievement throughout the institution

Sustainability: Kwantlen informs and transforms attitudes, values, and practices that confirm its role as an educational institution committed to environmental, social, and economic sustainability

Technology: Kwantlen commits to the innovative, creative, and considered use of technology to enhance teaching, learning, and the day-to-day environment of students, faculty, and staff

3. Planning and Operational Context

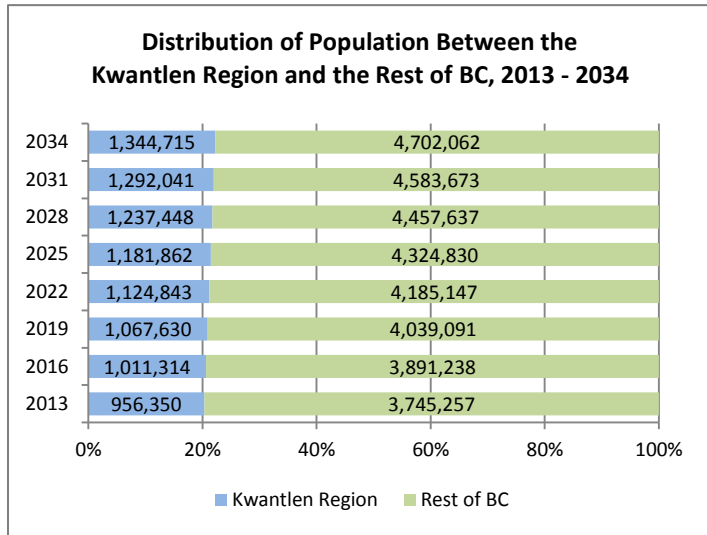
3.1 External Factors

The dominant external factors in Kwantlen's planning and operational environment are the rapid growth, both demographic and economic, in the region and the student demand for Kwantlen's programs that they engender.

3.1.1 Regional Population Growth

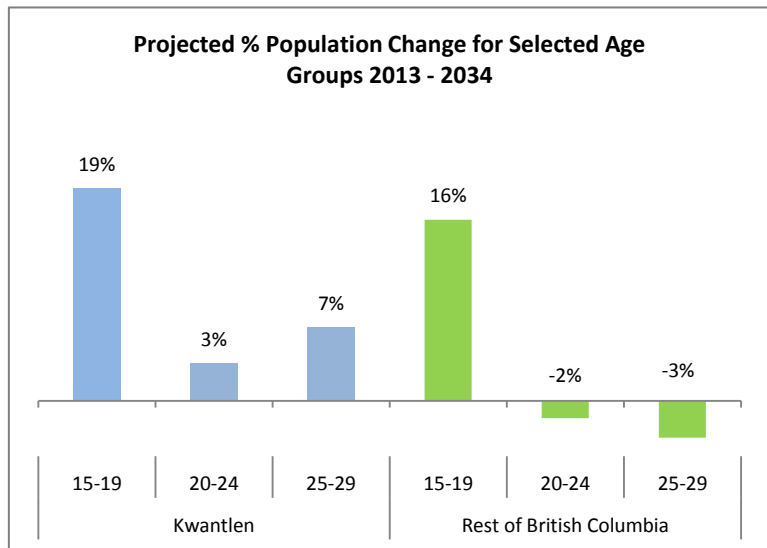
Figure 3.1

With an expected influx of approximately 1,539,000 migrants (both international and inter-provincial) between 2011 and 2036, the population of BC in 2036 is expected to be larger, more diverse and increasingly concentrated in the Lower Mainland over the coming years.⁶ In the next 21 years (2013 – 2034) the Kwantlen region will grow by 41% compared to the 26% increase projected for the rest of the BC and will make up a larger proportion of the province's population (see Figure 3.1). The segments of the population most likely to attend postsecondary education, those aged 15 – 19, 20 – 24, and 25 – 29, will increase in Kwantlen's region over the next 21 years while the latter two groups decrease in the rest of BC.⁷ (see Figure 3.2)



The Liveable Region Strategic Plan of the GVRD proposes a “growth concentration area” which includes North Surrey and North Delta. Amongst other things, the plan aims to concentrate growth and to reduce traffic congestion by locating jobs near where people live. The long-term outlook is for reduced growth rates for areas outside the growth concentration areas; however, as long as migration to the province continues to be robust, all areas within this region will continue to experience strong growth.⁸

Figure 3.2



⁶ Migration Assumptions PEOPLE 36 BC Stats, September 2011

⁷ PEOPLE 36, BC Stats, September 2011

3.1.2 Regional Economic Growth⁹

Global and Canadian Context

While the European and American economies still face recessionary pressures, Asia continues to outpace the rest of the world on most measures of economic performance.

The Canadian economy has been quite resilient despite concerns about the high Canadian dollar. In general, the outlook for Canada is positive with export growth (second half of 2011) being driven by the demand in Asia for Canadian goods, energy and resources. Decreases in federal government spending are likely to inhibit, to some extent, economic growth, at least in the short term.

British Columbia

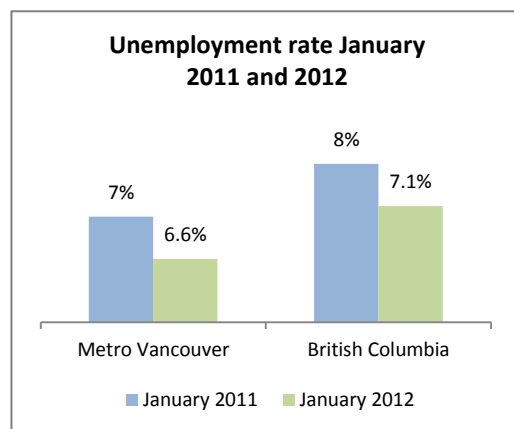
BC's economic growth in 2011 was modest and uneven. The province's real gross domestic product (GDP) expanded by an estimated 2% to 2.3% in 2011. BC's GDP is expected to increase by 2.3% in 2012.

BC's economic prospects are closely linked to the outlook for the export sector. All BC's major export markets registered increases in 2011 greatly assisted by BC's strong commercial ties with the Asia Pacific region. Less than 8% of BC's exports are shipped to Europe, and there is decreasing reliance on the US market.

BC's fiscal restraint program, which is projected to return the provincial budget to balance by 2013-14, will have a near-term dampening influence on the province's growth rate. Although the impact of re-instating the PST and GST in spring 2013 is not forecast to have much macro-economic impact in the short term, over the medium term its restoration is widely expected to undermine BC's competitive position by discouraging capital investment, and putting downward pressure on private sector productivity growth.

Employment continues to lag behind the high of 2008, but it is climbing; and private sector hiring has accelerated. Unemployment for 2011 was 7.5%; several forecasters believe the 2012 average unemployment rate will be 6.7% (see Figure 3.3 for January 2011 and January 2012 comparisons).¹⁰

Figure 3.3



⁸ Migration Assumptions PEOPLE 36 BC Stats, September 2011

⁹ Information for this section compiled from the following:

Provincial Economic Update, TD Economics, April 2012, www.td.com/economics

Infoline Issue 12 - 19, BCStats, 11 May 2012, www.bcstats.infoline@gov.bc.ca

Economic Statistics Report, 11 May 2012, BCStats, www.bcstats.gov.bc.ca

Finlayson, Jock and Ken Peacock, BC Economic Review and Outlook February 2012, BC Business Council, www.bcbc

Finlayson, Jock and Ken Peacock, Manufacturing: An Overlooked but Important Industry in the Lower Mainland, March 2012, BC Business Council, www.bcbc

B.C. will hold its own: experts, Scott Simpson, Vancouver Sun, 2 June 2012

Economic and Financial Market Outlook, RBC Economics, March 2012

¹⁰ Quarterly Regional Statistics, BC Stats, Fourth Quarter 2011

Provincial Industry Sector Overview

The tourism industry was soft, retail sales were basically flat, and housing starts showed little growth in 2011. Activity in the province's diverse and economically important advanced technology sector – accounting for about 5% of GDP – should continue to accelerate in 2012 and beyond. The clean technology industry is expected to be a leading growth area.

Transportation and logistics are expected to be a leading growth engine for BC due to the rebound in global trade and the benefits stemming from BC's position as Canada's gateway to the Asia Pacific. Port Metro Vancouver had a record year in 2011 with a 3.4% increase from the previous year which was a 16% increase from 2009. Strategic investments in transportation infrastructure -- the increased links between ports, industrial areas, railways, airports and border crossings -- are allowing BC to capitalize on growth in Asia.¹¹

BC's labour market outlook to 2020 indicates that by 2016 demand for labour will exceed supply with the greatest stress in the Mainland/Southwest region¹². Projections for occupation groups with the greatest *job openings* are in: sales and services (224,600 openings), business, finance and administration (182,000 openings), and trades, transport and equipment operators (153,300 openings). Demand for skilled trades in the province is expected to surpass supply by 2016. Occupation groups with the strongest *percent growth in demand* are: health occupations (2.4% annually), natural and applied science and related occupations (1.6% annually), and arts, culture, recreation and sports (1.6% annually).¹³

Regional Development

The Kwantlen region has a very mixed economy that includes services and such industries as food processing, high tech, manufacturing, and transportation. It has been less affected by the recent economic downturn than many other regions of the province. The civic governments in Kwantlen's region are actively recruiting businesses that provide high paying jobs in the region and further diversify the economic base, contributing to the creation of complete and livable communities where people live, work and play. Regional governments are pursuing strategies to support complete cities including: the creation of compact urban areas with access to a range of services and amenities, comprehensive land use strategies that protect industrial and agricultural lands, and decisions that encourage transit use and alternative forms of transportation.

A common theme among Economic Development offices in the Region's seven civic governments in 2010 is an emphasis on sustainability practices in the operations of the cities and the importance of developing the green sector in general.

Economic growth in the region is fuelled by its capacity for commercial and industrial expansion: land is less costly than areas closer to the City of Vancouver, well serviced by transportation options, and the workforce is increasing in both size and skill levels. Over half of the industrial land inventory (measured in square footage) in the Metro Vancouver area is in the Kwantlen region, and in fall 2011, 4.7% of the industrial land in the region was vacant.

¹¹ <http://www.portmetrovancover.com/en/about/news/12-02-03>

¹² The Lower Mainland/Southwest region includes Metro Vancouver, Fraser Valley, Sunshine Coast and Whistler/Pemberton

¹³ British Columbia Labour Market Outlook 2010 – 2020, WorkBC, Government of British Columbia

➤ **City of Surrey**

The Surrey Economic Investment Action Plan is focusing on supporting the expansion and investment in clean technology industries and is also aiming to attract investment in advanced manufacturing and high tech. This strategy includes an incubation centre for the commercialization of clean energy to encourage clean energy companies to establish their businesses in Surrey and create a cluster with complementary clean energy companies.

The implementation of a clean energy hub involves cooperation with other industry, government and academic partners to support start-ups or early-stage businesses to generate knowledge-based jobs and strengthen the vibrancy of the business community.

➤ **City of Richmond**

To increase densification and diversify its economic base, Richmond is actively promoting itself as a business destination and creating a municipal framework that is responsive to business needs.

Richmond is particularly targeting the high tech (e.g., software development and wireless technology), new media, life sciences, and green sectors. At the same time, it is working to support the health care related sector. These sectors create high paying jobs and are relevant in a knowledge-based economy. Obtaining a critical mass of companies and industries where the potential for synergy exists, creates fertile ground for innovation and development to occur.

➤ **The Corporation of Delta**

The economic diversification strategy of the Corporation of Delta targets the companies in the high tech, aviation/airport, and green/agriculture-related sectors. The ware-housing sector in Delta has experienced significant growth and there is potential for further development of the waste management industry.

The City of Langley recognizes quality of life factors such as: parks and recreation, heritage, arts and culture, and access to diverse amenities that allow for a variety of lifestyles, have become as important as tax incentives and the quality of the transportation infrastructure for attracting trend signifies the growing importance of having a skilled workforce to companies.

➤ **Langley City and Township**

By creating a great community with abundant amenities, the Langleys are positioning themselves as a place where families can have a high quality of life.

With a high quality of life and a skilled workforce, the Langleys seeks to attract companies in the film and new media, high tech, green technology, helicopter and machinery repair, professional services and hospitality and tourism industries.

➤ **Tsawwassen First Nation**

The Tsawwassen First Nation (TFN) is working to develop skilled tradespeople and the TFN industrial lands to realize its vision of a family-oriented community where members live and work.

Its industrial lands development strategy is focused on direct and indirect port-related activities, creating opportunities for distribution, warehousing, and supporting functions which leverages the Deltaport's terminal expansion, the commercial

demand for goods handling industries and logistic distribution centers that facilitate movement of goods between sea, rail and truck carriers, and Port Metro Vancouver's limited capacity.

3.1.3 Impact of Immigration on the Kwantlen Region

Immigration to Canada steadily increased between 2008 and 2010, and BC has received between sixteen and eighteen per cent (40,000 to 45,000 people) of the total in each of those years. Between 2006 and 2010 the Mainland-Southwest region of the province received almost 90% of international immigrants to BC. Metro Vancouver, particularly the Kwantlen region¹⁴, is the destination of most of them, and it is also home to over 80% of non-permanent residents in the province.¹⁵

Table 3.1

	Delta	Richmond	Surrey / White Rock	Langley (Township and City)
Total immigrants as % of total population	28%	57%	38%	17%
Immigrants between 2001 and 2006 (as % of total immigrants)	14%	19%	19%	15%
Visible minority population as % of total population	27%	65%	45%	10%
Top three visible minority groups	South Asian (14,220)	Chinese (75,725)	South Asian (108,140)	Chinese (2,895)
	Chinese (5,835)	South Asian (13,860)	Chinese (20,665)	Korean (2,380)
	Filipino (1,865)	Filipino (9,555)	Filipino (16,725)	South Asian (1,695)

Immigrants' share of the total population within the Kwantlen region increased from 34% in 2001 to 38% in 2006. Slightly less than half (45%) of the Kwantlen region immigrant population arrived in Canada after 1991. By 2009 the majority (70%) of immigrants in Kwantlen's region came from eastern, southeast and southern Asia.¹⁶

In 2010, 69% (30,308) of all the new immigrants to BC came from the Asia-Pacific region. Since 2008, around 72%

Figure 3.4

Highest Level of Education	2007	2008	2009	2010
High School or Less	27%	25%	27%	24%
College or Trade	21%	23%	24%	22%
University Degree	52%	52%	49%	54%
Total	100%	100%	100%	100%
Number of Immigrants	25,505	29,052	27,681	29,257

Source: Ministry of Jobs, Tourism and Innovation

of youth and adult immigrants to BC arrived with official language ability¹⁷ compared to 81% in the rest of Canada. The lower proportion in BC is influenced by immigrants from

¹⁴ British Columbia Regional District Migration Components, BC Stats, January 2010 and Migration Assumptions, PEOPLE 36, BC Stats, September 2011

¹⁵ B.C. Immigration Trends, 2010 Highlights, Ministry of Jobs, Tourism and Innovation

¹⁶ Statistics Canada, Census 2006

¹⁷ Official language ability is reported only for immigrants aged 15 and over is based primarily on self-reports

the Asia-Pacific region having lower levels of official language ability than immigrants from other regions of the world.¹⁸

Almost 55% of the 2010 immigrants to BC aged 25 and over had a university degree and 22% arrived with college or trade certificates. These educational levels are higher than the educational levels of the region according to the 2006 Census.¹⁹

In the Kwantlen region, the labour force participation rate of immigrants' aged 18-54 is 80%, 4% lower than the Canadian born participation rate (84%), and their unemployment rate is higher.

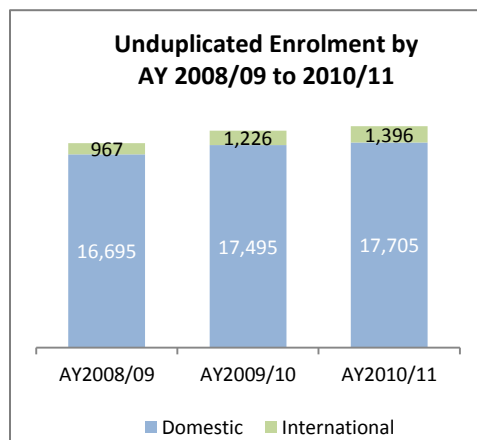
3.1.4 Kwantlen Student Demand

For a number of reasons, Kwantlen anticipates that the high demand by students for a Kwantlen Polytechnic University education will continue, and likely rise.

- **Postsecondary Education and Training Opportunities for Students in the Region**
Kwantlen's mandate, acknowledges Kwantlen's position as the only comprehensive public postsecondary institution in Metro Vancouver serving the growing population that lives south of the Fraser River with its requirement that we provide developmental, trades, certificate and diploma programs as well as baccalaureate degrees. SFU Surrey focuses its undergraduate programming on first year students and offers some graduate programs. Trinity Western University is a faith-based university located in Langley; it draws the majority of its 4,000 students from outside the local community²⁰.

There are ten other public postsecondary institutions within commuting distance of the Kwantlen region. However, even if students are prepared to commute, a time-consuming and expensive undertaking, their options are becoming more limited. In the 2010/11 fiscal year (FY), all but three of the public postsecondary institutions in Metro Vancouver²¹ had FTE enrollments at or above their AVED funded targets. Overall, the ten institutions were at 104% of funded seats. There is little capacity to expand postsecondary opportunities in Metro Vancouver for the growing number of students who seek them.

Figure 3.5



- **Enrolment Growth Trends**
Between AY 2008/09 and 2010/11, total registrant counts at Kwantlen increased by 8%; the number of international students increased a little over 4%. FTE counts increased by 6.6% between FY 2009/10 and FY 2011/12. The growth is distributed across all four of Kwantlen's campuses. Students tell us they are

¹⁸ Top 10 Source Countries of Immigration to BC, 2007-2010, Citizenship and Immigration Canada
¹⁹ Ministry of Jobs, Tourism and Innovation, BC Immigration Trends 2010 Highlights, retrieved 9 August 2011 from http://www.welcomebc.ca/local/wbc/docs/communities/immigration_trends_2010.pdf
²⁰ <http://www.twu.ca/news/2012/030-regional-development-issue.html>. Retrieved 22 June 2012
²¹ Kwantlen: 98.3%; Douglas 97.3%; and, VCC: 93.2%. In 2011/12, Kwantlen enrolments were 101.7%.

attracted to Kwantlen for specific programs, its location, and its class sizes.²²

➤ **Region’s Grade XII Enrolments**

Continued growth in the number of Grade XII students in the Langley and Surrey School Districts is projected between 2011 and 2021. At the same time, decreases are expected in Delta and Richmond resulting in an overall decline of 4%; this compares to a projected decrease of 8% in the same period for the province overall.²³ In 2010/11 between 91% and 95% of eligible Grade XII students graduated; this is similar to the provincial overall graduation rate of 94%.²⁴

Grade VIII enrolment predictions over the same ten year period show a 5% increase across the region suggesting that by 2025 the Grade XII enrolments will be at or above 2011 levels. The six year graduation rate for students entering Grade VIII in Kwantlen’s region ranges from 83% in Surrey to 90% in Richmond, higher than the provincial average of 81%.

➤ **Youth Unemployment in BC**

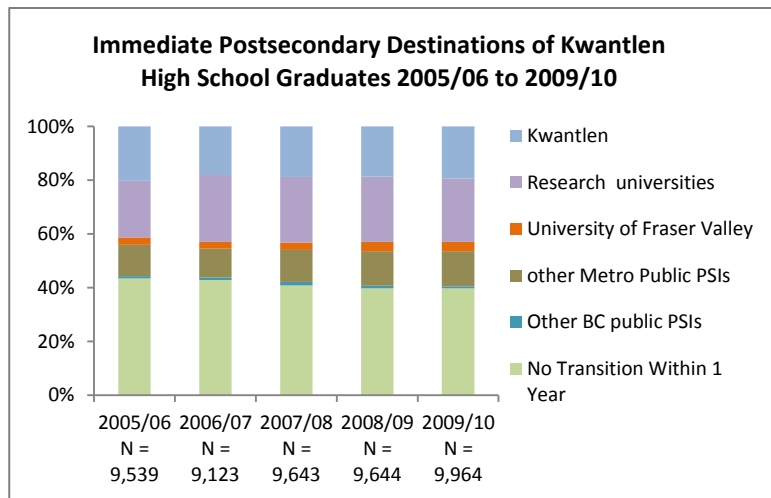
The economic downturn appears to have disproportionately impacted BC’s youth aged 15 – 19. Fewer of them have entered or stayed in the labour force and fewer of these in the labour force are employed. Traditionally this group has a much higher unemployment rate than other workers, and more of their work is part-time (49.6% in 2010). Between 2007 (pre-economic downturn) and 2010, unemployment for the 15 – 24 age group increased from 7.7% to 13.8%; the corresponding rates for workers age 25 – 54 were 3.6 % and 6.8%.

Previous Kwantlen studies have shown that applications to Kwantlen rise as youth unemployment increases. The slow recovery in employment for the 15 – 24 age group suggests that this pressure will continue.²⁵ In each of the last two academic years Kwantlen has received 4% and 5% more applications than in the previous year. While data are not yet complete for AY 2011/12, applications are already more than 5% higher than they were last year.

Figure 3.6

➤ **Transitions of Kwantlen Region High School Graduates**

For each of the past five years, Kwantlen has received roughly one out of five of the students who graduated from public high schools in its region. Slightly less than a quarter of the graduates go directly to a BC research university, and the proportion going to other public post-



²² Student Satisfaction Survey, Kwantlen Polytechnic University, Fall 2011

²³ Projection Report of Public School Aged Headcount Enrolments (excludes adults), 2011/12, BC Ministry of Education, March 2012

²⁴ Six-Year Completion and Grade 12 Graduation Rates – 2010/11, BC Ministry of Education, November 2011

²⁵ Building BC’s Future: Youth Labour Market Trends and Characteristics, Earnings and Employment Trends June 2011, BC Stats, www.bcstats.gov.bc.ca

secondary institutions in BC has risen slightly over the past three years. The number of graduates who do not make an immediate transition to a BC public postsecondary institution has dropped from 43% of the 2005/06 graduates to 40% of the 2009/10 graduates. This compares to a decrease from 49% to 47% province-wide over the same five year period.²⁶

➤ **Transfers to Kwantlen**

Each year for the past five years Kwantlen has received between 850 and 900 students from other BC postsecondary institutions.²⁷

²⁶ First Annual Transitions of Eligible High School Graduates, Student Transitions Project 2011, April 2012; Metro Public PSIs include Douglas College, Langara College, VCC, BCIT, JIBC, Capilano and Emily Carr

²⁷ Student Mobility Trends at Kwantlen Polytechnic University, Joanne Heslop, November 2011

Figure 3.7

3.2 INTERNAL FACTORS

Kwantlen's greatest challenges in the next three to five years are:

- achieving its polytechnic mandate;
- effectively serving increasing numbers of students, many of whom do not have English as their first language or are academically underprepared; and,
- achieving the financial capacity to support the first two challenges.

As it addresses these challenges, Kwantlen has implemented a number of innovative practices to enhance both effectiveness and efficiency. Implementation of more such initiatives is planned for 2012/13.

3.2.1 Achieving Its Polytechnic Mandate

Kwantlen believes that a polytechnic university has the following characteristics:

- Provides career-focused and community responsive education that supports the economic development of the region through partnerships with employers, industry, and the professions.
- Provides a wide range of credentials spanning many fields; these include bachelor degrees, diplomas, apprenticeships, certificates, advanced diplomas and certificates, post-graduate credentials, continuing professional education and corporate training credentials.
- Supports research that is applied in nature, addressing real problems for the benefit of industry and the wider community, and informs both teaching and professional practice.
- Combines, and equally values, theoretical and applied learning, through relevant work experience, community- or lab-based learning experiences, using highly interactive, and technologically advanced pedagogical approaches.
- Offers multi- and inter-disciplinary program options.

The Bachelor of Applied Science in Sustainable Agriculture degree

is unique to North America and is distinguished from other agriculture degree programs by providing a broad scope of study related to sustainable food production as an integral and fundamentally critical element of sustainable human existence. Through a distinctive and exceptional combination of classroom and farm-based learning, the program offers a comprehensive perspective on:

- The science of agro-ecosystem design and stewardship;
- Innovative and ecologically sound crop production methods;
- Sustainable farm business management; and,
- The economic, social, and environmental challenges facing our food system

Professional Communication for Internationally Educated Health Professionals

This innovative program, designed to enable internationally educated health professionals to use their skills in Canada, was developed by Kwantlen in conjunction with Vancouver Coastal Health and the Fraser Health Authority. It is funded by the Ministry of Jobs, Tourism and Innovation.

With three intakes per year, classes of 17 internationally educated health professionals spend 14 weeks learning practical skills and theoretical knowledge that enhance their communication and cultural competence to work in Canadian health care settings.

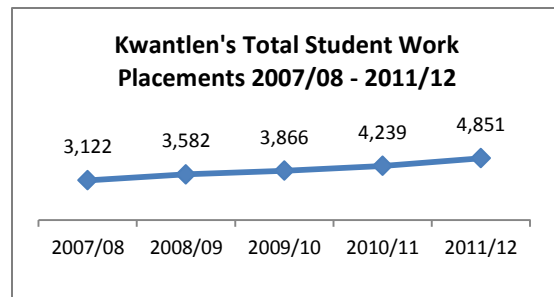
The program uses professional actors – “standardized patients” – to provide the participants with authentic case studies, as well as guest speakers and extensive use of videotaping to assist participants to hone their communication skills. A health workplace facilitator meets with the participants twice a week to orient them to the principles of patient-centred care and collaborative team work, and to give feedback on their live and filmed role rehearsals.

Part of the repositioning needed to achieve Kwantlen's polytechnic mandate involves offering **new programs with polytechnic characteristics**. In 2011/12 Kwantlen launched new degree programs in Marketing Management (BBA), and a Bachelor of Horticulture Science in either Urban Ecosystems or Plant Health. Kwantlen is now accepting students into Bachelor of Technology programs in Network Administration and Security, and Mobile and Web Application Development; a Bachelor of Design in Product Design; and a Bachelor of Science degree in Sustainable Agriculture (see Figure 3.7) starting in fall 2012. Most of these degrees fall into the four priority areas for research and innovation in BC identified by The BC Research and Innovation Strategy: life sciences, technology, clean technology, and natural resources.²⁸ (see Figure 3.7)

At the same time, Kwantlen is rounding out its more traditional baccalaureate programming by expanding its existing diploma and associate degree programs in Visual Arts, Philosophy, and Creative Writing to include baccalaureate degrees. A new degree in Policy Studies focusing on sustainability accepted its first students in fall 2011. Kwantlen also offers certificate and diploma programs in response to industry needs; e.g., Professional Communication for Internationally Trained Health Professionals.

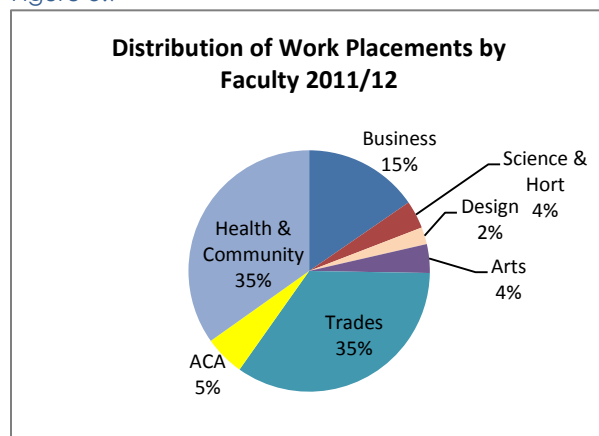
Providing Kwantlen's students with an opportunity to apply their knowledge and skills outside the classroom is an important part of fulfilling our polytechnic mandate. Since 2007/08, the number of documented **Kwantlen student links to the workplace** has increased by 55% (see Figure 3.8). This is partly attributed to greater student enrolments and more thorough tracking of the measure, but also to the increased efforts of Kwantlen's Centre for Co-operative Education and Career Services, and the growing efforts of faculty to connect students with the community and the workplace.²⁹

Figure 3.8



Work integrated learning consists of: co-op placements, internships, work placements, apprenticeship, term/research projects involving industry or community partners, service learning, tutoring at the Learning Centre, etc. These experiences can be a full time, full semester experience (e.g., co-op) or longer (e.g., apprenticeship) or can be the equivalent to a couple of days (e.g., term projects). The Faculties of Community and Health Studies and Trades and Technology have the largest proportion of Kwantlen's work integrated learning placements (35%) followed by Business (15%) (see Figure 3.9).

Figure 3.9



²⁸ B.C. Research and Innovation Strategy: <http://www.tted.gov.bc.ca/TRI/research/Documents/strategy.pdf>

²⁹ In a given semester, a student can have more than one link to the workplace if s/he is involved in more than one type of link to the workplace. Also, the same experience may be counted more than once if it extends across semester such as student tutors working at the Learning Centre.

Not only occupationally focused programs provide work integrated learning. Through innovative projects, students in traditional academic disciplines also have the opportunity to apply the knowledge and skills (see [Figure 3.10](#) and [Figure 3.11](#)).

The Centre for Interdisciplinary Research: Community Learning & Engagement (CIR:CLE) was created in 2006 to work across disciplines and encourage innovation and collaboration among faculty and involving students in community-based projects. In 2011, 16 students were involved in projects that included a study of refugees in Langley, the development of a research project exploring homelessness in Surrey and Surrey's poverty reduction plan. A number of students were also involved in the evaluations of two Surrey School District Safe Schools programs.

Figure 3.10

Between January and April 2012, 25 students in **Anthropology 4501**, took part in ground-breaking collaborative research with the Kwantlen First Nation (KFN). This collaboration brought to fruition many years of talks about how to connect the University's namesake with the community in which the name comes forth. Students worked hand in hand with KFN researchers and community members and shared knowledge intrinsic to the place and time of historical and contemporary significance to the KFN.

The KFN has been very pleased with the students' work, and honoured the students as witnesses to the most important cultural gathering of the year for the Kwantlen People at the First Salmon Ceremony held in early May.

KFN is pleased to continue the relationship built this past year by retaining a KPU Anthropology student to work with the KFN archaeology field unit for the summer. Funding for this project has been through the auspices of a federal grant initiative.

Figure 3.11

Inside-Out Prison Exchange Program (Criminology 4900)

The "Inside-Out Prison Exchange Program" was piloted by Kwantlen in September 2011 in partnership with the Correctional Service of Canada at Matsqui medium security institution, the first time it has been offered in Canada. The program brings University students and incarcerated students together to learn in a semester-long academic course meeting once a week, involving a seminar-sized class (25) composed of equal numbers of undergraduate students (outside learners) and prisoners (inside learners) who attend class together inside prison. The program places a human face on justice issues while giving both inside and outside students a powerful academic and experiential learning opportunity outside the traditional campus classroom.

This project presented the Library with new challenges: establishing an interlibrary loan program for inmates and identifying a way for inmates to search the Kwantlen Library resources that did not violate prison security or Kwantlen library licensing agreements.

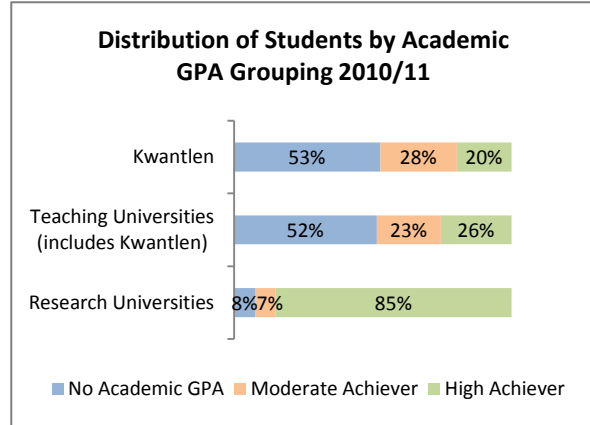
3.2.2 Addressing Academic Under-preparedness

For students whose first language is not English and for those who do not have an adequate level of academic preparation, functioning at a university level is a struggle. Kwantlen is also challenged to serve increasing numbers of students who do not have sufficient facility with English to work at a university level. As the student population grows, Kwantlen faces even greater pressures on its academic and student support services trying to give these students the help they need to be successful.

➤ **Students who do not have an academic GPA**

Of the 135,082 BC high school graduates from 2007/08 through 2009/10 who had enrolled at a BC public postsecondary institution by 2011, 52% did not have an academic GPA, and a further 14% were categorized as moderate achievers (GPA between 50% and 75%); the remaining 34% of graduates had a GPA over 75% (high achievers).³⁰

Figure 3.12



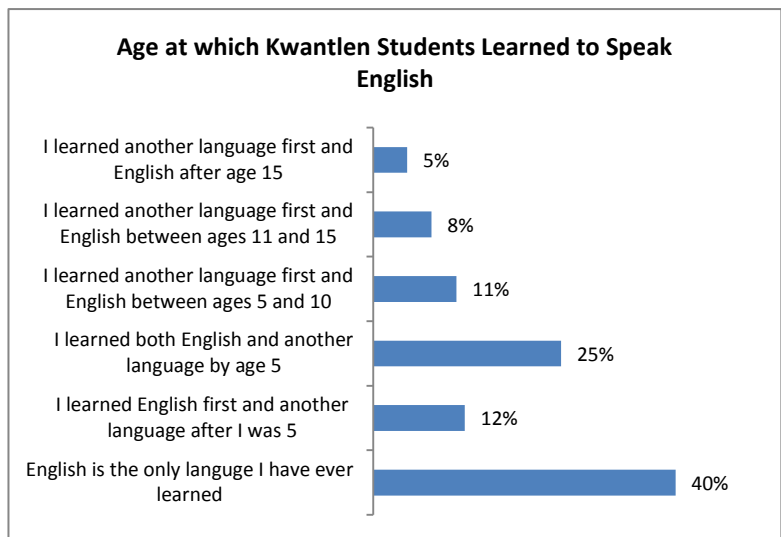
The high school students who come to Kwantlen are disproportionately in the lower two categories. Of the high school graduates of 2009/10 who enrolled at Kwantlen, 80% had an academic GPA of less than 75% or had no academic GPA. While this number is four percentage points lower than it was two years earlier, it is higher than the overall percentage for BC's teaching universities, and 65 percentage points higher than for the research universities. Students coming to Kwantlen are very differently prepared than those going to other public universities in BC.

➤ **Students with English as an Additional Language**

In fall 2011, almost half of Kwantlen students reported that they have learned English in addition to another language; over 12% of students learned English when they were eleven or older.³¹

Given the large number of immigrants that settle in Kwantlen's region each year without English language ability, this is not surprising.

Figure 3.13



Between 2001 and 2011, 41% of immigrants arrived not speaking either English or French.³² The lower English language ability for most immigrants to the region compared to those coming to other parts of Canada reflects that their source countries are ones where English is not the spoken or official language.³³ Across the four school districts in the Kwantlen region, 17.8% of students were in ESL Programs, almost as many as in

³⁰ Student Transitions Project database, First Annual Transitions of Eligible Graduates, Table G (From STP 2011 at 2012_04_12)

³¹ Student Satisfaction Survey, Fall 2011, Kwantlen Polytechnic University

³² Community Profile Kwantlen Region, BC Stats 2010

³³ Immigrant Labour Market by Province 2009, Labour Market and Immigration Division, Ministry of Advanced Education and Labour Market Development, October 2010.

Vancouver and twice the provincial proportion; in Surrey and Richmond the proportions were 21% and 26% respectively.³⁴

- To respond to the situation, **Kwantlen's Learning Centres** are situated within the libraries on each campus except Langley, where the Learning Centre is situated near classrooms. These Centres have staff available from 8.30 to 4.30 week days, with Learning Strategists (new for 2012) available on a more flexible schedule throughout the week. Over sixty peer and faculty tutors are available through the Centres from 9am through to 7pm and on weekends at Surrey according to student demand.

Each Centre offers a range of proactive and responsive programs and services to help students adapt to university learning demands including, but not limited to, Peer Coaching for new and at-risk students, Tutoring in Writing, Math and a range of content areas, Academic Boost Camps, weekend and weekday study skills workshops, Exam Jams, print and online resources. Online tutoring support is provided for students who are not able to access on-campus services. In addition, Peer Assisted Study Sessions (PASS) were offered for a high risk Biology course to investigate the effects of this program on student success.

Kwantlen's Learning Centres use a collaborative model comprising Learning Strategists, Instructional Associates, Learning Centre Assistants, and departmental faculty who are assigned to or who volunteer to work in the Centres, along with over 100 student tutors and Peer Coaches. The Learning Centre teams provide leadership, training and mentoring to the students who provide peer support. The Learning Centre teams work with students and faculty to identify learning needs within courses and disciplines with a view to developing resources and strategies for students to improve the quality of learning and academic success.

In 2010/11 over sixty tutors engaged in three levels of internationally accredited (CRLA) tutor training. In 2012 tutors began the process to receive certification through the National Tutoring Association. In AY 2011/12 Learning Centre Instructional Associates and Assistants completed graduate level studies in how to train tutors.

In 2012, Kwantlen began to offer access for students to consultations with, and personalized help from, Learning Strategists as well as Transition programs for student athletes and the Accelerated Credit Enrolment in Industry Training (ACE-IT) Partnership Programs. In AY 2011/12 the Learning Centres served 2,600 students who made almost 16,000 visits with tutors.

In addition, all Faculties have instituted strategies to enable student success and encourage student persistence. Almost 60% of Kwantlen courses had web-based resources available to students in 2011/12. This number has been climbing steadily for the past five years.

³⁴ Socio-Economic Statistical Profile by College Region, BC Stats, 2010, www.bcstats.gov.bc.ca

3.2.3 Internationalization

Kwantlen recognizes that to succeed in today's global environment, students increasingly need to complement their academic and career learning with the international skills that allow them to understand and work with people from other countries.

Kwantlen has three strategies in place to provide these skills to its students. All programs are encouraged to revise curricula to include international articles and examples. Kwantlen's student mobility program facilitates the inbound and outbound movement of students internationally. Between 2007/08 and 2011/12, the number of outbound students has ranged from 65 to 84, with an average of 75 per year. During this same period, the range of inbound students has been 12 to 91, with an average of 67. In 2011 Kwantlen offered Field Schools in Germany, France, Japan and Ghana. Some programs provide international experiences for their students: Design provides international field study trips so students can gain an understanding of the contextual nature of design. In spring 2011, 18 Interior Design students spent 10 days in Istanbul; another 18 spent 10 days in Santiago/San Pedro in Chile in spring 2012. Student nurses are encouraged to do one of their work placements in another country; in 2011, a total of ten Kwantlen student nurses worked in Scotland, Ghana, and the Philippines.

The number of international students at Kwantlen has risen steadily. In AY 2008/09, international FTEs were 5.3% of enrolments compared to 7.4% in 2011/12. In fall 2011 international students responded positively to questions about their satisfaction with the educational and student support services provided to assist all students to integrate successfully into student and academic life at Kwantlen.³⁵

Kwantlen is anxious to contribute to the government goal of doubling the number of international students in the next five years, and is making an additional international student investment in recruiting to forward that end.

Sociology 4330 combines global service learning with classroom-based analysis and critical reflection. The course is designed to give students practical experience through a field placement, doing service learning with an international organization or other community agency in Ghana.

After a one week orientation course at Kwantlen, students travel to Ghana for three weeks. The preparatory or orientation aspect of the course focuses on theoretical explorations of service learning and the broad concept of Global Citizenship. The importance and significance of "glocalization" — the link between domestic and global social justice and sustainability issues, is explained. Students are also introduced to salient norms and values in the Ghanaian and West African culture.

The Ghana components comprise:

- guest lectures on Ghanaian and African culture, history, politics, geography, economy, media, and sports, music and art.
- The Practicum/Field School involves student placements with non-governmental organizations.
- Students will visit historical sites, places of academic and general interest, including museums, state and parastatal institutions, rural/ cottage settings, etc.

³⁵ Student Satisfaction Survey, Kwantlen Polytechnic University, October 2011

3.2.4 Challenge of Finding Student Seats

Using any of a number of measures of capacity, Kwantlen Polytechnic University is full.

Over the past three academic years, headcount enrolments increased by 8%; over the most recent three fiscal years, FTEs have increased by 6.6%. Kwantlen achieved 101.7% of its funded AVED FTE target in FY 2011/12.

Across the University **seat utilization** four weeks after the start of classes has been over 80% for the last six terms with

some Faculties, notably Business, Humanities, and Social Sciences, at or close to 90% utilization. This high level of seat utilization restricts students' ability to get the courses they need to finish their programs within the constraints of their timetable. In fall 2011, one third of students reported that they were unable to get all the courses they had wanted to take, primarily because the courses were full or they had a timetable conflict. The problem appeared most prevalent for first year courses, and particularly for Sciences and Mathematics.³⁶ The inability to get needed courses has the effect of increasing students' time to graduation which, in turn, puts pressure on administrative and student services.

Kwantlen's **2010/11 Space Utilization Activity Report** for AVED shows that Kwantlen operated at over 100% utilization of classrooms, labs and shops last year using AVED's Space Standards:

- Surrey classrooms and labs: 113%
- Richmond classrooms and labs: 117%
- Langley classrooms and labs: 106%
- Cloverdale classrooms and labs: 64%
- Cloverdale shops: 155%.

Figure 3.15 shows that for the last three years Kwantlen has had fewer square feet per student FTE than have several other institutions for whom data are available.³⁷

At the same time as capacity has been reached, Kwantlen is launching new programs to achieve its polytechnic mandate. In addition to these programs, the University is committed to meet its AVED

Figure 3.14

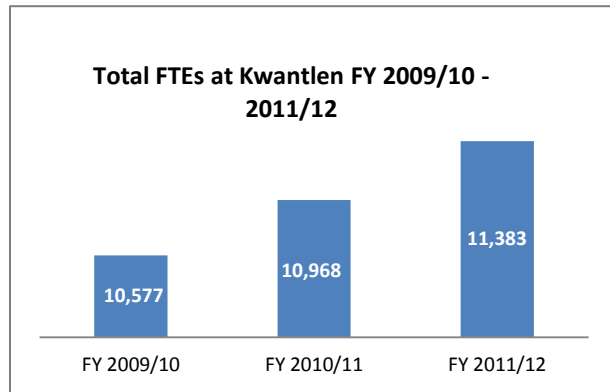
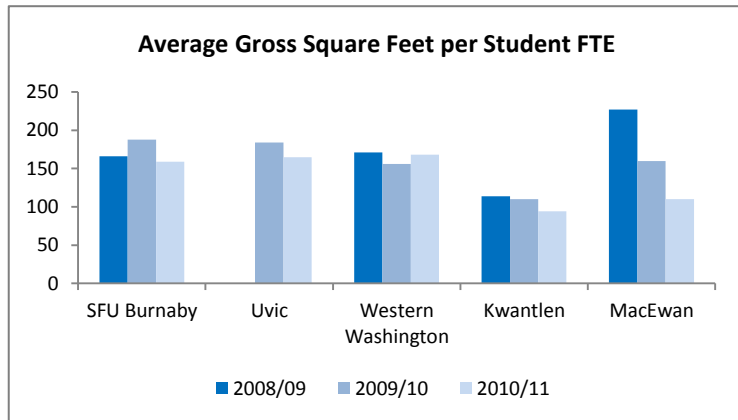


Figure 3.15



³⁶ Student Satisfaction Survey, Kwantlen Polytechnic University, October 2011

³⁷ APPA Facilities Performance Indicators Survey 2010-11

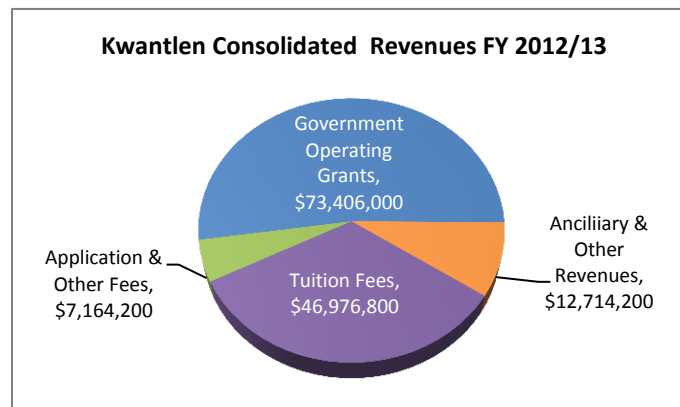
Developmental and Nursing program targets as quickly as possible and double its international student numbers. As there is very little capacity, spatial or fiscal, to create additional sections, Kwantlen has begun a rigorous approach to **strategic enrolment management** starting with a coordinated enrolment modeling exercise to guide efforts in meeting University and provincial enrolment targets. This is likely to result in reallocating existing student spaces to those programs and priority areas. A comprehensive review of University and program admission requirements has been initiated with the goal of building a new model that will simplify the admission process, allow the University to manage admissions more strategically, and enhance student retention and progression to credential.

Increased enrolments in **online courses** address the spatial capacity issue to some degree. However, the fiscal implications are unaffected as the Kwantlen Faculty Association collective agreement requires the same ratio of students to faculty member for online as for face-to-face classes. The number of students registered in online courses in 2011/12 was 3,767, an 80% increase from 2007/08.

3.2.5 Operational Challenges

Challenged to manage the higher institutional costs of the programming necessary to meet its polytechnic mandate within its current financial structure, Kwantlen is examining how to increase its revenues at the same time it is looking for ways to reduce its expenditures.

Figure 3.16

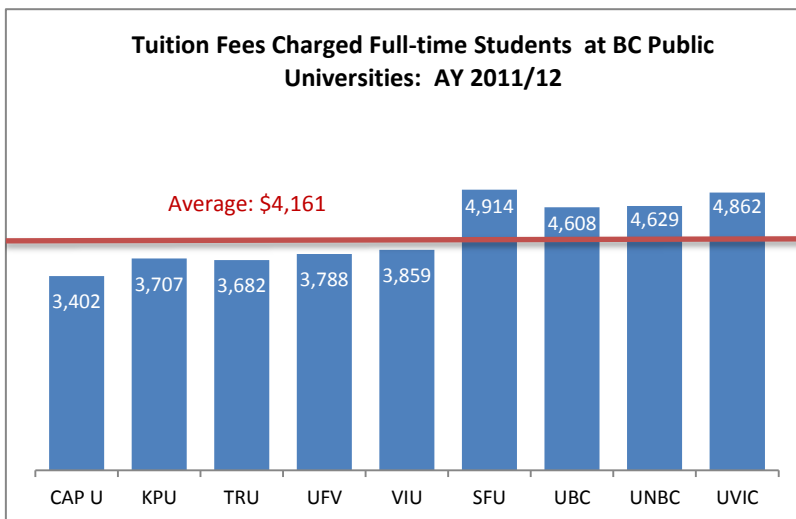


➤ **Limits on Revenue Production**

In FY 2012/13, 52% of Kwantlen's revenue comes from the BC government (combined operating grant and annual capital allocations).

Tuition fees for all domestic students studying at a BC public university have increased 2% each year for the past few years. Because tuition fees were lower at Kwantlen than at most other BC universities when the tuition increase cap was instituted, Kwantlen students pay increasingly less than the average.

Figure 3.17



➤ **Pressures on Expenditures**

Currently **employee salaries and benefits** comprise 86% of Kwantlen's operating budget, an increase from 83% in FY 2010/11 and FY 2011/12. Increment and benefits costs increase roughly .65% each year. The slight increase in employee numbers also contributes to the overall increase in this large budget item. The aspects of collective agreements that directly impact budgets: salaries, benefits, and workload issues, are largely negotiated outside Kwantlen.

- **Inflation** affects all parts of the University: energy costs, library holdings; computer software licenses, paper, security. While inflation overall in BC in 2011 was 2.4%,³⁸ the rate of increase is higher in some sectors.
- To realize its polytechnic mandate, Kwantlen is committed to launching a dozen new programs over the next few years. Over its initial four years each **new degree program** carries additional costs for some or all of the following: library materials, such as books or e-books, databases, periodicals, reference, and videos/DVDs; new faculty, new space and equipment; infrastructure to provide co-op placements, internships and service learning opportunities; and a full array of 3rd and 4th year courses.

- Over the past eight years the **Industry Training Authority (ITA) budget** has not kept pace with the growing number of apprenticeable trades and the number of training institutions; the result is reduced funding to each institution. The ITA has reduced funding to Kwantlen by 5% in each of the past two years, and further cuts of the same magnitude are anticipated for FY 2012/13. A number of major projects planned for 2012 have prompted concern about the availability of qualified construction workers.³⁹ To stay current and relevant with quickly changing industry demands for skilled tradespersons, Kwantlen must provide non-ITA funded trades program options.

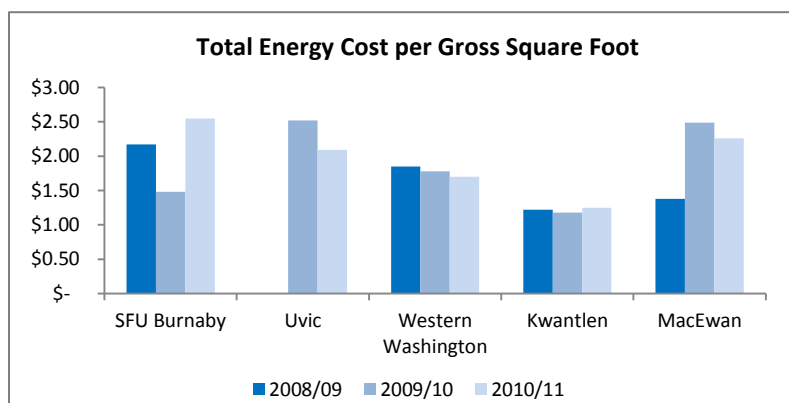
3.2.6 Operational/Administrative Efficiencies

In response to these pressures, **Kwantlen is searching for efficiencies** in all its operations to contribute to reduced operating costs.

➤ **Facilities**

Figure 3.18

The buildings currently in use on Kwantlen's four campuses were built between 1990 and 2008 and provide a total of 1,083,797 gross square feet (GSF). Kwantlen has been systematically retrofitting its older buildings to achieve energy efficiencies and consequent cost savings and renovating other buildings to serve new purposes.

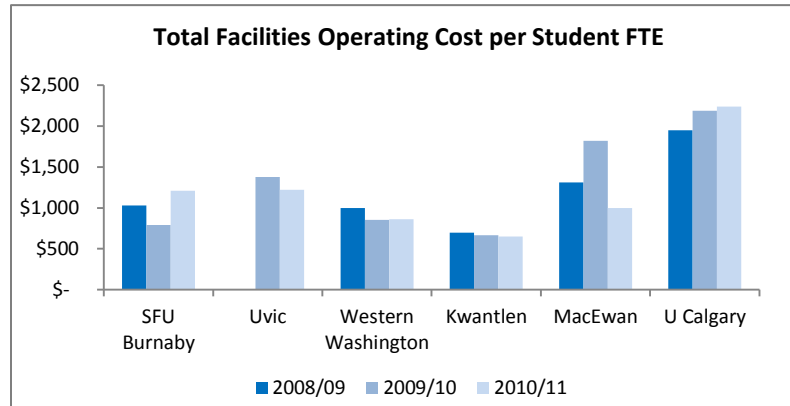


³⁸ Consumer Price Index March 2012, BC Stats

³⁹ BC Economic Review and Outlook, Jock Finlayson and Ken Peacock, BC Business Council, February 2012

Figure 3.19

Kwantlen's commitment to energy conservation and dedication of resources to **increase its energy efficiency** has paid off. In FY 2010/11, Kwantlen's total energy cost per gross square foot was \$1.25 compared to \$2.55 at SFU Burnaby and \$2.09 at Uvic.⁴⁰



Compared to other institutions who participated in a cost comparison research project in 2010⁴¹, Kwantlen's spending on the **up keep of its facilities** is very low, almost half the amount spent on operating costs per student FTE by UVic and SFU Burnaby.

In the past year, Kwantlen's Facilities Department has made a number of **changes to its business practices** to achieve efficiencies:

- Switched to using In house graphic design and production of architectural signage. This reduces purchase costs by 60% to 70%, reduces turnaround time, and allows for immediate graphic design changes when needed.
- Reduced the overall square metres of facilities storage by 90% by culling and selling obsolete items, inventorying useable items and creating a compact storage area for easy retrieval.
- Trained Interior Design staff in Revit Architectural software to produce master planning and other building project renderings. This has greatly reduced costs of external contractors and improved capacity to produce high quality professional documents.
- Revised the process for emergency generator testing at the start of 2012 which will save an estimated \$6000 per year. The procedure for crawlspace inspections at Langley is being revised; estimated savings of \$8,000 per year.

➤ **Instructional Program Efficiencies**

Instructional areas are looking for efficiencies that will allow them to expand services to students while staying within limited budgets. Examples follow:

- The **Faculty of Trades and Technology** develops and expands industry partnerships to maintain program currency, facilitate the transition of students to the workforce and keep capital costs down. For example, Whirlpool has been donating new machinery to the Appliance Servicing program so that students are abreast of the new technology. Two additional companies, LG and Samsung, want to establish similar partnerships with Kwantlen. The Welding program is expanding its current partnership with Miller Welding and Illinois Tool Works (ITW), a global

*In 2012, a newly established partnership has brought over \$200,000 worth of equipment and supplies to Kwantlen for the newly developed eight week **Low Voltage Wiring program**. Already 40 students have completed this unique program and the next session is fully subscribed.*

⁴⁰ APPA Facilities Performance Indicators Survey 2010-11

⁴¹ APPA Facilities Performance Indicators Survey 2010-11

manufacturer of industrial tools to facilitate access to the latest welding technology.

- Increasing demands for clinical placements have made procuring these experiences very challenging for Kwantlen. To augment student practice skills, the **Faculty of Health and Community Studies** uses a nursing lab equipped with high fidelity simulation technology. Life-sized computer-controlled mannequins simulate the signs and symptoms of various health challenges through changes in breathing, cardiac functions, and eye movements, etc. Curriculum changes in the Nursing program coupled with this high fidelity simulation create significant efficiencies in delivery.
- **Multi-disciplinary laboratories** were built on the Langley campus for fall 2011. These shared laboratories are used by several disciplines, (e.g.: Horticulture, Biology, and Environmental Protection Technology) rather than being dedicated to any one program. Planning for the renovation prompted discussion of ways for transforming teaching methods, reconsidering how to use tools and technology, and rethinking where and how learning takes place.

➤ **Information and Educational Technology (IET)**

The rapid pace of technological change makes the job of managing and delivering technology to the University, including the data centre, network, desktop, audio video and telephone services, increasingly complex and costly. Through innovation and continuous improvement, IET has been able to enhance the quality of service and expand capacity during overall budget reduction in the recent years. Some recent examples include:

- **Thin Clients** are stateless, fan-less desktop appliances that have no hard drives. All features typically found on the desktop PC, including applications, sensitive data, memory etc., are stored on servers in the data center. The simplified hardware provides the benefits of lower purchase and maintenance costs and a life span of seven to ten years compared to the three to four years of the PC. Since 2008, Kwantlen has installed 650 thin clients in student areas including the library and computer labs. The goal is to have 1,200 thin clients installed by the end of 2012, and to replace 80% of the fleet of 3,000 desktop computers by 2014. With the lower capital and ongoing maintenance costs, the thin client computer project will deliver cost savings of \$3 million over the next ten years.
- The **centralized administration of desktop images and applications** will enable the reduction of staffing resources for managing the desktop environment by 50%. Because Thin Client technology has 85% lower power consumption and heat generation than a typical PC, energy cost savings are estimated to be \$16,000 per annum (present) to \$50,000 per annum (full implementation). Savings are also realized in the environmental control and cooling cost of computer labs and offices, and in the smaller space required by computer labs.
- **Server virtualization** allows one physical high powered server to host multiple virtual servers rather than having a separate physical server for each application. Kwantlen has deployed server virtualization technology since 2007 and now has a mature environment with 70% of servers being virtualized. This has enabled the server environment to continue to grow at a significant rate to meet the University's demand for technology enabled solutions without comparable increase in budget. The average cost of virtual servers is one-third that of physical servers, and overall energy consumption is lower. This produces annual savings in capital costs of \$200,000 and energy costs of \$25,000.

- **A policy to remotely shut-down desktop computers** was implemented to turn off the fleet of 3,000 PCs at a set time each night. A computer left continuously running 24/7 emits 2161 pounds of CO2 in a year and cost \$45 a year to power. This initiative was recognized by BC Hydro with a Power Savings Award which estimates that the power saving delivered, 459,416 kWh, is sufficient to power 42 homes per year.
 - Kwantlen's network is **part of the Provincial Learning Network (PLNet)** which provides connectivity to K-12, Colleges and the new teaching universities. The service is centrally funded and maintained by the provincial government. It is unclear how well PLNet will support Kwantlen's continuing increase in bandwidth utilization of internet applications, especially with the use of video. The PLNet services have historically been very stable but there have been a few extended internet/network outages in recent years.
- **Sharing and Streamlining Administrative Processes**
- **Video Conferencing** equipment is installed in classrooms and meeting rooms on all four campuses to enable the delivery of classes and meetings across campuses. Some can also be used for connecting with external facilities for meetings and guest lectures. Kwantlen faculty and staff log a significant amount of time and mileages in over 2,000 individual trips across campuses to attend meetings. Even a modest reduction in cross campus trips would produce substantial savings and efficiencies. Based on an estimated average cost of an inter-campus trip at \$25 in mileage costs, a reduction of 25% of inter-campus travel would generate savings of \$150,000 per annum.
 - Kwantlen's first **Kwantlen Business Intelligence (BI) Tool**, the Student Enrolment tool, released in summer 2011, makes enrolment data readily available across the University decreasing deans' and directors' reliance on the Registrar's Office and the Office of Institutional Analysis & Planning. It is the first of a series of BI tools planned to support evidence based decision making across the University.
 - In order to eliminate inconsistent practices and duplication of effort, the **Academic Managers Group** identified a number of key University processes to be reviewed and revised in order to produce more streamlined and effective administrative processes. These improvements will involve a reduction in procedural steps, processing time, and potential for errors. Creating efficiencies within the processes should produce a positive financial outcome for the institution.
 - The **Library** is a member of several different library consortia, providing the Kwantlen community access to a wide variety of research materials at a greatly reduced cost. For example, Kwantlen's membership in the Canadian Knowledge and Research Network (CKRN) allows Kwantlen to afford subscriptions to a number of high quality academic research databases: e.g., Sage, Early Canadiana, Science Direct and Wiley. This kind of cooperation also allows us to collaborate at the forefront of many provincial and national library initiatives, like the AskAway chat reference service. Kwantlen's Library embraces resource-sharing models including interlibrary lending and licensing consortia to help provide them.
 - Through leveraging **shared services and other services in offered in the Cloud**, Kwantlen is actively engaged in initiatives to create cost savings and efficiency gains. By participating in the HEITBC (Higher Education Information Technology BC) consortium, we realize cost savings through shared procurement of

hardware, software and consulting services, as well as collaborative initiatives with HEITBC institutions.

As a first initiative to leverage the Cloud as a sustainable platform for enterprise systems, work is underway to migrate the Moodle learning management system to the hosted environment operated by BC Campus. In addition, Kwantlen has leveraged the Cloud for the deployment of a number of smaller applications by third party providers:

- Office of Advancement online donation system – hosted by Global Currents
 - Co-op department and Career Services – hosted Symplicity
 - Live@Edu – optional student email and collaboration platform hosted Microsoft
 - Event registration solution – hosted by Wild Apricot.
- o Kwantlen is an active member of **two public sector consortia that share services and cooperative buying power** to save their members time and money. The BC Educational Cooperative Purchasing Group (BC EDCO) is a consortium of purchasing professionals from 22 school districts and post-secondary institutions located throughout the greater Vancouver. Founded in 1995, the BC EDCO provides a central role in sharing purchasing services and strategies.

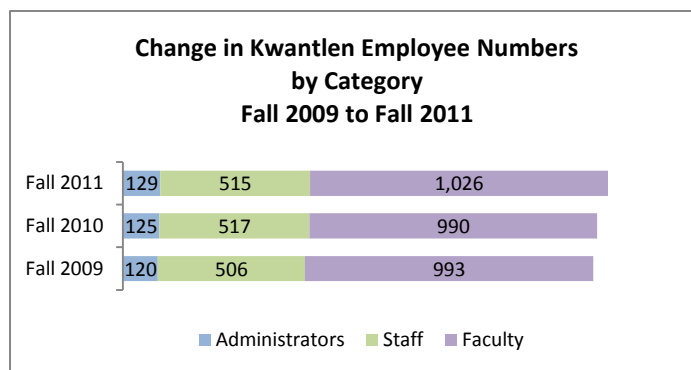
From the early days of adopting a commodity grid for bulk purchases of diskettes and computer stock tab paper, EDCO now has systems contracts for e-commerce solutions, office products, and science lab supplies, from paper towels to amalgamating our standard classroom furniture. For example, EDCO has recently negotiated for its members an annual contract for Office Supplies and Toner with a value of \$5 million.

Over the past ten years the EDCO meetings have evolved from discussions on laminating film and batteries to exploring issues such as Voice-Over-IP telecommunications with Network BC and BC Hydro electrical rates with the BC Utilities Commission.

The BC Post-Secondary Purchasing Group is a collaborative group of purchasing professionals from all BC public postsecondary institutions. The Purchasing Group plays a central role in assisting colleagues with competitive bid contract documents, and organizing annual workshops focusing on supply management and emerging issues. At its May 2012 conference, the Purchasing Group began working on a position paper that explores the potential impacts of a Shared Service for Supply Management for the Group. Further discussion and refinement of this paper are planned for September.

Figure 3.20

- o Kwantlen is making effective use of its employee complement. The **ratio of employees to students** at Kwantlen has decreased slightly between fall 2009 and fall 2011. In fall 2011 Kwantlen had 1670 employees in total, 3 % more than in fall 2009. This compares to a 5% growth in the number of students in the same period. The proportion of full-time to part-time faculty and staff has risen approximately 2% in the past three years. In fall 2011 25% (260) of faculty held doctoral qualifications an increase of four percentage points from fall 2009.



Conclusion

Despite economic problems in Europe, the US, and other parts of Canada, indications are that BC's economy is influenced by different factors and should be strong over the next few years. The Kwantlen region is part of the most diversified economy in the province and is well situated to benefit from increased trade with Asia. It is managed by foresighted civic governments that are strategically targeting industries that are knowledge-based and likely to grow. In recent years, the region has outperformed the rest of the province on various economic indicators.

As business and industry in the region expand, more, and more skilled, people are attracted to it, and more students seek the knowledge and skills that Kwantlen Polytechnic University can give them. Kwantlen's polytechnic mandate is most appropriate for its region.

The rapid population growth and the growth in requirements for a highly skilled labour force in the region ensure that Kwantlen will experience persisting high levels of student demand. All indications are that immigration will continue to drive much of the projected population growth. Having the supports necessary to achieve the success of Kwantlen's student population is important for both the students themselves and for the region, and, in the longer term, for the province.

Planning at Kwantlen will continue to be a difficult search for the appropriate balance of providing access to postsecondary education to its region and maintaining the quality of, students' educational experience without some changes to the factors currently influencing the operational constraints it is currently experiencing.

4. Alignment of Kwantlen's Goals and Objectives with AVED's Objectives 2011/12

BC Postsecondary System Objectives: Capacity, Access, Efficiency, Quality and Relevance		
Kwantlen's Goals	Kwantlen's Objectives	Aligns with Objectives for the BC Postsecondary System
1. COMMITMENT TO STUDENTS		
Kwantlen offers students flexible opportunities to achieve high standards of academic performance, and prepare to excel in their careers, lead in their communities, and succeed in their lives.	S1 Implement student and graduate success initiatives	Quality, Capacity and Relevance
	S2 Enhance financial support programs to maintain access for students with financial need	Access
2. COMMITMENT TO PROGRAMS		
Kwantlen delivers a wide range of programs and credentials that support our polytechnic mandate and integrate academic learning with practical experience.	P1 Provide a learning environment that inspires inquiry, collaboration, creativity, and application	Relevance
	P2 Provide an appropriate and comprehensive program mix to meet provincial enrolment targets	Capacity
3. COMMITMENT TO COMMUNITIES		
Kwantlen has strong and productive ties with the communities of the Fraser Region that enhance the experiences of our students and faculty, support community economic, social, and cultural issues, and encourage residents' continuing relationship with the University.	C1 Improve access to different segments of Kwantlen's communities	Access
4. COMMITMENT TO THE UNIVERSITY		
Kwantlen inspires commitment, leadership, and excellence in its employees; provides a global perspective, models environmental, social, and economic sustainability; and makes innovative use of technology.	U1 Support and enhance teaching and learning excellence	Quality
	U2 Provide international learning opportunities	Relevance
	U3 Implement education and service quality improvement programs	Quality
	U4 Operational structures and processes support our student, program, and community goals in a sustainable manner	Efficiency and Capacity
	U5 Physical and technological environments support our student, program, and community goals in a sustainable manner	Efficiency, Capacity and Relevance

5. Kwantlen's Goals, Initiatives and Performance Measures

5.1 Commitment to Students

Goal 1 Kwantlen offers students flexible opportunities to achieve high standards of academic performance, and prepare to excel in their careers, lead in their communities, and succeed in their lives.	Objective S1 Implement student and graduate success initiatives
	Postsecondary System Objective Quality, Capacity and Relevance

Performance Measures related to implementation of student and graduate success initiatives:			
S1.1 Student assessment of satisfaction with education will equal or exceed 90%. (AVED)	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 91.0% (+/-1.2%) BGS: 96.4% (+/-1.4%) APPS: 92.2% (+/-2.7%)	Performance Assessment DACSO: Achieved BGS: Achieved APPSO: Achieved
2010/11 Actual	DACSO: 93.0% (+/-1.0%); BGS: 95.4% (+/-1.8%); APPSO: 88.0% (+/-4.7%)		
2009/10 Actual	DACSO: 91.7% (+/-1.1%); BGS: 97.5% (+/-1.3%); APPSO: n/a		
2008/09 Actual	DACSO: 92.5% (+/-0.9%); BGS: 96.5% (+/-1.9%); APPSO: n/a		
2007/08 Actual	DACSO: 95.7% (+/-0.8%); BGS: 99.4% (+/-0.8%); APPSO: n/a		
2012/13 - 2014/15 Target	DACSO/BGS/APPSO: ≥ 90%		
S1.2 The course completion rate will be ≥ 80% in each academic year.	<u>2011/12 Target</u> ≥ 80%	<u>2011/12 Actual</u> 82.1%	Performance Assessment Achieved
2010/11 Actual	81.8%		
2009/10 Actual	81.1%		
2008/09 Actual	81.6%		
2007/08 Actual	81.1%		
This measure will be dropped in 2012/13.			
S1.3 The number of credentials awarded by Kwantlen year will equal or exceed the Ministry target. (AVED)	<u>2011/12 Target</u> 2,014 credentials awarded	<u>2011/12 Actual</u> 2,026 credentials awarded	Performance Assessment Achieved
2010/11 Actual	1,934 credentials awarded		
2009/10 Actual	1,693 revised by AVED to 1,939 credentials awarded (calculation of measure was revised by AVED)		
2008/09 Actual	1,666 revised by AVED to 1,782 credentials awarded		
2007/08 Actual	n/a		
2012/13 Target	≥ 2,127 credentials		
The total number of credentials awarded calculated by AVED is the average of the three most recent fiscal years (2007/08, 2008/09, and 2009/10). Developmental credentials are now included. The Student Transitions Project is now the data source for credentials awarded. The target is calculated using the institution's actual FTEs and it takes into consideration the average program length.			

S1.4 The proportion of students registered in third and fourth year undergraduate courses in the fall and spring terms will equal or exceed the average of the two previous years.	<u>2011/12 Target</u> ≥ 24.5%	<u>2011/12 Actual</u> 26.9% of undergraduate total	Performance <u>Assessment</u> Exceeded
2010/11 Actual	25.3% of undergraduate total		
2009/10 Actual	23.7% of undergraduate total		
2008/09 Actual	22.5% of undergraduate total		
2007/08 Actual	21.5% of undergraduate total		
This measure will be dropped in 2012/13.			
S1.5 [Former] student assessment of their skill development (written and oral communication, group collaboration, critical analysis, problem resolution, reading comprehension, and independent learning) at Kwantlen will equal or exceed 85%. (AVED)	<u>2011/12 Target</u> Skill development (avg. %): ≥ 85%	<u>2011/12 Actual</u> DACSO: Skill development (avg%) 72.9% (+/-2.0%) Written communication 67.4 % (+/- 2.2%) Oral communication 64.9 % (+/-2.2%) Group collaboration 76.2 % (+/-1.8%) Critical analysis 77.9% (+/-1.7%) Problem resolution 70.2% (+/-2.0%) Learn on your own 75.2% (+/-1.8%) Reading comprehension 78.2% (+/-1.8%) BGS Skill development (avg%) 88.9% (+/-2.5%) Written communication 85.3% (+/- 2.8%) Oral communication 91.2% (+/-2.2%) Group collaboration 89.4% (+/-2.4%) Critical analysis 94.6% (+/-1.7%) Problem resolution 85.8% (+/-2.8%) Learn on your own 90.4% (+/-2.3%) Reading comprehension 85.5% (+/-2.8%)	Performance <u>Assessment</u> DACSO: Not Achieved BGS: Achieved
2010/11 Actual	DACSO: 75.0% (+/-1.9%); BGS: 89.7% (+/-2.7%)		
2009/10 Actual	DACSO: 74.1% (+/-1.7%); BGS: 88.7% (+/-2.7%)		
2008/09 Actual	DACSO: 76.5% (+/-1.6%); BGS: 93.0% (+/-2.6%)		
2007/08 Actual	DACSO: 79.7% (+/-1.7%); BGS: 90.3% (+/-0.8%)		
2012/13 – 2014/15 Target	DACSO/BGS: ≥ 85%		

Explanation: There are several factors that contribute to Kwantlen's rating on the skills development measure which are external to the University. Kwantlen has twice as many students in ESL in its K-12 system compared to the province (18% and 9% according BC Stats), and the level of academic preparedness of the majority of recent high school graduates enrolling at Kwantlen is low (according to the STP data). However, Kwantlen works ardently to provide students with the support needed for a reasonable chance at academic success. In addition, a multi-pronged approach is being used to better understand and address why the skill development target is not being met in one and two year programs.

- At the institutional level, entrance requirements to programs and the institution as a whole are being reviewed to facilitate student development and success;
- The program review process takes a lens to specific issues such as skills development and curriculum enhancements and recommendations for addressing issues are made;
- Faculties are asked to report their strategies to improve skill development in their one and two year programs. Some of the approaches that have been reported include: Programs Chairs and Coordinators discuss deficiencies in skills and find ways of creating opportunities for students to develop these skills in specific courses, program and course prerequisites are reviewed to facilitate sequential skill development, programs have been completely revamped or expanded (i.e. made into longer programs) to allow for higher skill development, and advisory committees are increasingly used to help ensure programs and courses produce graduates with adequate skills levels to facilitate their transition to further studies or the workforce.

S1.6 At least 90% of students will assess their level of preparation for further studies as <i>very well</i> or <i>somewhat prepared</i> (measured only on DACSO and DEVSO surveys).	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 89% DEVSO: 93% (ABE and ESL combined)	Performance Assessment DACSO: Achieved DEVSO: Achieved
2010/11 Actual	DACSO: 81.2%; DEVSO: n/a		
2009/10 Actual	DACSO: 90%; DEVSO: n/a		
2008/09 Actual	DACSO: 91%; DEVSO: n/a		
2007/08 Actual	DACSO: 94%; DEVSO: n/a		
This measure will be dropped in 2012/13.			
S1.7 Employed graduates' assessment of the usefulness of their knowledge and skills acquired at Kwantlen in performing their job will equal or exceed 90%. (AVED)	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 78.7% (+/-3.6%) BGS: 89.9% (+/-2.6%) APPSO: 86.9% (+/-3.9%)	Performance Assessment DACSO: Substantially Achieved BGS: Achieved APPSO: Achieved
2010/11 Actual	DACSO: 75.4% (+/-3.6%); BGS: 85.5% (+/-6.1%); APPSO: 93.2% (+/-2.5%)		
2009/10 Actual	DACSO: 79.2% (+/-3.2%); BGS: 96.7% (+/-1.6%); APPSO: n/a		
2008/09 Actual	DACSO: 66.6% (+/-2.1%); BGS: 95.7% (+/-2.2%); APPSO: n/a		
2007/08 Actual	DACSO: 67.0%; BGS: 95.9%; APPSO: n/a		
2012/13 – 2014/15 Target	DACSO/BGS/APPSO: ≥ 90%		

S1.8 The unemployment rate of Kwantlen's graduates will be lower than that of high school graduates in the Lower Mainland/Southwest region of BC. (AVED)	<u>2011/12 Target</u> ≤ 13.0%	<u>2011/12 Actual</u> DACSO: 12.3% (+/-2.7%) BGS: 5.7% (+/-1.9%) APPSO: 7.6% (+/-2.8%)	Performance <u>Assessment</u> DACSO: Achieved BGS: Exceeded APPSO: Exceeded
2010/11 Actual	DACSO: 9.9% (+/-2.3%); BGS: 5.8% (+/-2.2%); APPSO: 12.6% (+/-5.1%)		
2009/10 Actual	DACSO: 9.1% (+/-2.2%); BGS: 4.0% (+/-1.7%); APPSO: n/a		
2008/09 Actual	DACSO: 7.2% (+/-1.1%); BGS: 1.2% (+/-1.1%); APPSO: n/a		
2007/08 Actual	DACSO: 6.0%; BGS: 0.6%; APPSO: n/a		
2012/13 - 2014/15 Target	≤ the unemployment rate for individuals aged 18 to 29 with high school credentials or less for the Lower Mainland/Southwest region.		
S1.9 Student satisfaction with transfer from Kwantlen will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> Sending: ≥ 85.1%	<u>2011/12 Actual</u> Sending: 79.0% (n=300)	Performance <u>Assessment</u> Sending: Substantially Achieved
2010/11 Actual	Sending: 86% (n=344)		
2009/10 Actual	Sending: 84.2%		
2008/09 Actual	Sending: 80.9%		
2007/08 Actual	Sending: 90.0%		
2012/13 Target	Sending: ≥ 82.5 %		
S1.10 Student satisfaction with transfer to Kwantlen will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> Receiving: ≥ 72.5%	<u>2011/12 Actual</u> Receiving: 65.1% (n=43)	Performance <u>Assessment</u> Receiving: Substantially Achieved
2010/11 Target	Receiving: 75% (n=48)		
2009/10 Actual	Receiving: 70.0%		
2008/09 Actual	Receiving: 58.5%		
2007/08 Actual	Receiving: 69.4%		
2012/13 Target	Receiving: ≥ 70.1%		
S1.11 The number of new students participating in Student Life initiatives each year will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> ≥ 6,326 students	<u>2011/12 Actual</u> 7,002 students	Performance <u>Assessment</u> Exceeded
2010/11 Actual	6,527 students		
2009/10 Actual	6,124 students		
2008/09 Actual	5,407 students		
2007/08 Actual	4,921 students		
This measure will be dropped in 2012/13.			

S1.12 The number of individuals at Kwantlen participating in physical activities at Kwantlen will increase each academic year.	<u>2011/12 Target</u> ≥ 1,643 participants	<u>2011/12 Actual</u> 1,448 Participants Fitness Centre: 868 Recreation: 496 Student Athletes:84	Performance <u>Assessment</u> Substantially Achieved
2010/11 Actual	1,643 participants: 879 Fitness Centre memberships (680 Recreation, 84 Student Athletes)		
2009/10 Actual	488 participants: 238 Fitness Centre; 92 Student Athletes (partial year's activity)		
2008/09 Actual	N/A - new measure in 2009/10		
This measure will be dropped in 2012/13.			

Goal 1 Kwantlen offers students flexible opportunities to achieve high standards of academic performance, and prepare to excel in their careers, lead in their communities, and succeed in their lives.	Objective S2 Enhance financial support programs to maintain access for students with financial need
	Postsecondary System Objective Access

Performance Measure related to enhancing financial support programs to maintain access for students with financial need:			
S2.1 Kwantlen's funding for bursaries will equal or exceed \$400,000.	<u>2011/12 Target</u> Bursary funding: \$400,000	<u>2011/12 Actual</u> Bursary funding: \$558,000	Performance <u>Assessment</u> Exceeded
2010/11 Actual	Bursary funding \$550,000 (awards funding eliminated from reporting in 2010/11)		
2009/10 Actual	Bursary and awards funding \$543,000		
2008/09 Actual	Bursary and awards funding \$400,000		
2007/08 Actual	Bursary and awards funding \$400,000		
This measure will be dropped in 2012/13.			

5.2 Commitment to Programs

Goal 2 Kwantlen delivers a wide range of programs and credentials that support our polytechnic mandate and integrate academic learning with practical experience.	Objective P1 Provide a learning environment that inspires inquiry, collaboration, creativity, and application
	Postsecondary System Objective Relevance

Performance Measures related to providing a learning environment that inspires inquiry, collaboration, creativity, and application:			
P1.1 The amount of research funding from community partners, industry contributions, and granting agencies will equal or exceed the average of the previous five years.	<u>2011/12 Target</u> ≥ \$341,713 (based on most recent 3 years)	<u>2011/12 Actual</u> External funding: \$941,958	<u>Performance Assessment</u> Exceeded
2010/11 Actual	\$578,806 (modified from \$561,873)		
2009/10 Actual	\$337,287 (modified from \$657,223)		
2008/09 Actual	\$109,047 (modified from \$4,858,000) (\$1.25m LEEF funding; \$3.6m funding for ISH)		
2007/08 Actual	\$0		
2006/07 Actual	\$0		
2012/13 Target	≥ \$491,774 (based on most recent 4 years)		
Historical figures were modified to reflect the new criteria and tracking method introduced in 2009/10.			
P1.2 Links to the workplace through co-op education placement, internships, practicums, work placements, and apprenticeships will equal or exceed the average of the two previous years.	<u>2011/12 Target</u> ≥ 4,053 links to the workplace	<u>2011/12 Actual</u> 4,855 links to the workplace	<u>Performance Assessment</u> Exceeded
2010/11 Actual	4,239 links to the workplace		
2009/10 Actual	3,866 links to the workplace		
2008/09 Actual	3,582 links to the workplace		
2007/08 Actual	3,122 links to the workplace		
2012/13 Target	≥ 4,547 links to the workplace		

Goal 2

Kwantlen delivers a wide range of programs and credentials that support our polytechnic mandate and integrate academic learning with practical experience.

Objective P2

Provide an appropriate and comprehensive program mix to meet provincial enrolment targets

Postsecondary System Objective

Capacity

Performance Measures related to providing an appropriate and comprehensive mix of programs to meet provincial enrolment targets:

P2.1 The number of Nursing and other Allied Health student spaces at Kwantlen will equal or exceed the Ministry student FTE targets for Health and Allied Health Programs. (AVED)	<u>2011/12 Target</u> 751 FTEs	<u>2011/12 Actual</u> 539 FTEs	Performance <u>Assessment</u> Not Achieved
2010/11 Actual	552.2 FTEs		
2009/10 Actual	527 FTEs		
2008/09 Actual	470 FTEs		
2007/08 Actual	540 FTEs		
2012/13 – 2013/14 Target	716 FTEs		
Explanation: There are several factors that impact the Nursing and Allied Health FTEs including student attrition and students' taking elective courses while registered in other programs leaving them to take only a partial course load, and hence generate a partial FTE count, while enrolled in Nursing. Since the last reporting cycle, Kwantlen has been proactive in identifying and addressing these factors. So far, the admissions processes for both the Bachelor of Science in Nursing (BSN) and Bachelor of Psychiatric Nursing (BPN) programs have been revamped (effective September, 2012 for the BSN program and May, 2013 for the BPN program). Kwantlen anticipates that this will decrease student attrition. Practices which encouraged students to take elective courses while registered in other programs are being reviewed. Program options are expanding; in September 2012, a post-baccalaureate Nursing program is being launched. Lastly, the BPN program has started targeting new segments of the population - registered psychiatric nurses (RPN) who want to complete a degree. Efforts have been successful, attracting RPNs in the January 2012 intake. The multipronged approach taken will have a positive impact on Nursing and Allied Health FTE generation.			
P2.2 The number of student spaces in ABE, ESL, and ASE programs at Kwantlen will equal or exceed the Ministry student FTE target for Developmental programs.(AVED)	<u>2011/12 Target</u> 968 FTEs	<u>2011/12 Actual</u> 682 FTEs	Performance <u>Assessment</u> Not Achieved
2010/11 Actual	760.5 FTEs		
2009/10 Actual	450 FTEs		
2008/09 Actual	870 FTEs		
2007/08 Actual	870 FTEs		
2012/13 – 2013/14 Target	968 FTEs		
Explanation: Kwantlen has developed a four year plan to meet its Ministry student FTE target for Developmental programs. The plan includes strategies for continuous improvement of processes, policies and programs, increased marketing of current programs and new community partnerships. In addition, developmental education program areas will closely monitor completion and progression rates to increase effectiveness of student recruitment and retention efforts as it is about FTE numbers.			

P2.3 Kwantlen's FTEs in trades training and apprenticeship programs will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> ≥ 1,305 FTEs	<u>2011/12 Actual</u> Total: 1,209.1 FTEs Trades training: 405.1 FTEs Apprenticeship training: 804 FTEs	Performance <u>Assessment</u> Substantially Achieved
2010/11 Actual	Total: 1,239 FTEs (Trades training: 407.6 FTEs; Apprenticeship training: 831.4 FTEs)		
2009/10 Actual	Total: 1,370.9 FTEs (Trades training: 367.9 FTEs; Apprenticeship training: 1,003.0 FTEs)		
2008/09 Actual	Total: 1,280.3 FTEs (Trades training: 360.7 FTEs; Apprenticeship training: 919.6 FTEs)		
2007/08 Actual	Total: 1,113.5 FTEs (Trades training: 368.2 FTEs; Apprenticeship training: 745.3 FTEs)		
2012/13 Target	Total: 1,224 FTEs		
P2.4 CTC and ACE IT program enrolments will equal or exceed the average enrolments of the two previous years.	<u>2011/12 Target</u> ≥ 296 student enrolments	<u>2011/12 Actual</u> 248 student enrolments	Performance <u>Assessment</u> Not Achieved
2010/11 Actual	255 student enrolments		
2009/10 Actual	336 student enrolments		
2008/09 Actual	254 student enrolments		
2007/08 Actual	202 student enrolments		
2012/13 Target	252 student enrolments		
Explanation: Enrolments in these programs are dependent on school district participation. Due to budgetary constraints, the Delta School District did not partake in the CTC CADD program this year.			
P2.5 At least one professional development studies program will be launched each year.	<u>2011/12 Target</u> ≥ 1 professional studies program	<u>2011/12 Actual</u> 2 programs Professional Communication for Internationally Educated Health Professionals program and Low Voltage Electrical program for practitioners.	Performance <u>Assessment</u> Exceeded
2010/11 Actual	0 professional development program launched		
2009/10 Actual	1 professional studies program. A new definition of professional studies is being developed by Senate		
2008/09 Actual	9 professional studies programs		
2007/06 Actual	1 professional studies program		
This measure will be dropped in 2012/13.			

P2.6 The number of domestic student spaces (FTE) at Kwantlen will equal or exceed the Ministry overall student FTE targets. (AVED)	<u>2011/12 Target</u> 9,170 FTEs	<u>2011/12 Actual</u> 9,329 FTEs (excludes international and ITA)	Performance <u>Assessment</u> Achieved
2010/11 Actual	8,956 FTEs (excludes international and ITA)		
2009/10 Actual	8,507 FTEs (excludes international and ITA)		
2008/09 Actual	8,065 FTEs (excludes international and ITA)		
2007/06 Actual	7,930 FTEs (excludes international and ITA)		
2012/13 - 2014/15 Target	9,077 FTEs		

5.3 Commitment to Communities

Goal 3 Kwantlen has strong and productive ties with the communities of the Fraser Region that enhance the experiences of our students and faculty, support community economic, social, and cultural issues, and encourage residents' continuing relationship with the University.	Objective C1 Improve access to different segments of Kwantlen's communities
	Postsecondary System Objective Access

Performance Measures related to improving access to different segments of Kwantlen's communities:			
C1.1 Continue to enhance secondary to postsecondary transition through articulation, block transfer, dual credit and Career Technical Consortium (CTC) transition pathways.	<u>2011/12 Target</u> ≥ 73 participants in secondary to postsecondary transitions initiatives	<u>2011/12 Actual</u> 83 participants (30 Summer Transitions Program for students with disabilities, 33 CTC students, and 20 students in dual credit programs offered with Surrey School District)	Performance <u>Assessment</u> Exceeded
2010/11 Actual	23 Summer Transitions Program for students with disabilities; 50 SPARK students		
2009/10 Actual	22 Summer Transitions students; 57 SPARK students		
2008/09 Actual	29 Summer Transitions students 52 SPARK students		
2007/08 Actual	9 Summer Transitions students; 50 SPARK students		
Explanation: Although the SPARK program was discontinued, other initiatives are still in the planning stages.			
This measure will be dropped in 2012/13.			
C1.2 The percentage of annual educational activity occurring between May and August will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> ≥ 15.6%	<u>2011/12 Actual</u> 15.1%	Performance <u>Assessment</u> Substantially Achieved
2010/11 Actual	16.0%		
2009/10 Actual	15.2%		
2008/07 Actual	n/a		
2007/08 Actual	n/a		
2012/13 Target	≥ 15.6%		

Note: The information source for this measure is now Kwantlen's business intelligence tool. Trend data and the target have adjusted accordingly.			
C1.3 The proportion of students aged 25 and over registered in summer, fall and spring terms will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> ≥ 26.6%	<u>2011/12 Actual</u> 25.5% of unduplicated headcount	Performance <u>Assessment</u> Substantially Achieved
2010/11 Actual	26.5% of unduplicated headcount		
2009/10 Actual	26.6% of unduplicated headcount		
2008/09 Actual	26% of unduplicated headcount		
2007/08 Actual	28% of unduplicated headcount		
This measure will be dropped in 2012/13.			
C1.4 Two initiatives to increase Aboriginal participation will be underway by 2011/12.	<u>2011/12 Target</u> 2 initiatives	<u>2011/12 Actual</u> 2 initiatives Kwantlen launched its inaugural open house for Aboriginal high school students in the region. Fundraising efforts were made to fund scholarships for Aboriginal students.	Performance <u>Assessment</u> Achieved
2010/11 Actual	3 initiatives		
2009/10 Actual	4 initiatives		
2008/09 Actual	3 initiatives		
2007/06 Actual	3 initiatives		
This measure will be dropped in 2012/13.			
C1.5 Maintain or increase the number and percent of student population that is Aboriginal. (AVED)	<u>2011/12 Target</u> ≥ 505 and 2.9%	<u>2011/12 Actual</u> 488 and 2.7%	Performance <u>Assessment</u> Number: Substantially Achieved Percent: Substantially Achieved
2010/11 Actual	505 and 2.9%		
2009/10 Actual	496 and 2.9% (revised by AVED from 475 and 2.8%)		
2008/09 Actual	n/a		
2007/06 Actual	n/a		
2012/13 - 2014/15 Target	≥ previous year		
Note: Since 2011, the Student Transitions Project is the data source for the number and percent of students who are Aboriginal.			
C1.6 Maintain or increase the number of Aboriginal student spaces (FTEs). (AVED)	<u>2011/12 Target</u> N/A	<u>2011/12 Actual</u> Total 335 FTEs (201 AVED FTEs + 134 ITA FTEs)	Performance <u>Assessment</u> Not Assessed
2010/11 Actual	Total 342 FTEs (184 AVED FTEs; 157 ITA FTEs)		
2012-13 Target	n/a		

5.4 Commitment to the University

Goal 4 Kwantlen inspires commitment, leadership, and excellence in its employees; provides a global perspective, models environmental, social, and economic sustainability; and makes innovative use of technology.	Objective U1 Support and enhance teaching and learning excellence
	Postsecondary System Objective Quality

Performance Measures related to support and enhancement of teaching and learning excellence:			
U1.1 The Centre for Academic Growth will provide services to support teaching excellence and enhance learner-centred education to at least 20% of Kwantlen faculty each academic year.	<u>2011/12 Target</u> ≥ 20%	<u>2011/12 Actual</u> N/A	Performance <u>Assessment</u> Not Assessed
2010/11 Actual	45% of faculty		
2009/10 Actual	30% of faculty		
2008/09 Actual	38% of faculty		
2007/06 Actual	N/A - new measure in 2008/09		
This measure will be dropped in 2012/13.			
U1.2 Student assessment of the quality of instruction [at Kwantlen as good or very good] will equal or exceed 90%. (AVED)	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 94.5% (+/-0.9%) BGS: 97.1% (1.3%) APPSO: 94.0% (+/-2.3%)	Performance <u>Assessment</u> DACSO: Achieved BGS: Achieved APPSO: Achieved
2010/11 Actual	DACSO: 96.4% (+/-0.8%); BGS: 97.0% (+/-1.5%); APPSO: 90.3% (+/-4.2%)		
2009/10 Actual	DACSO: 95.1%(+/-1.5%); BGS: 95.8% (+/-1.6%); APPSO: n/a		
2008/09 Actual	DACSO: 84.3% (+/-1.3%); BGS: 97.1% (+/-1.7%); APPSO: n/a		
2007/06 Actual	DACSO: 85.2% (+/-1.4%), BGS: 98.3% (+/-1.3%); APPSO: n/a		
2012/13 - 2014/15 Target	DACSO/BGS: ≥ 90%		

Goal 4
Kwantlen inspires commitment, leadership, and excellence in its employees; provides a global perspective, models environmental, social, and economic sustainability; and makes innovative use of technology.

Objective U2
Provide international learning opportunities

Postsecondary System Objective
Relevance

Performance Measures related to international learning opportunities:

U2.1 The number of formal exchanges and other international learning opportunities available to Kwantlen's students will equal or exceed the average of the previous two years.	<u>2011/12 Target</u> Inbound Students: ≥ 81 Outbound Students: ≥ 75	<u>2011/12 Actual</u> Inbound Students: 90 Outbound Students: 82	Performance <u>Assessment</u> Inbound Students: Exceeded Outbound Students: Achieved
2010/11 Actual	Inbound Students: 91; Outbound Students: 65		
2009/10 Actual	Inbound Students: 71; Outbound Students: 84		
2008/09 Actual	Inbound Students: 12; Outbound Students: 74		
2007/06 Actual	Inbound Students: 70; Outbound Students: 71		
This measure will be dropped in 2012/13.			
U2.2 The percentage of FTE international students will equal or exceed 6% of total FTE enrolments each fiscal year.	<u>2011/12 Target</u> ≥ 6% of enrolments	<u>2011/12 Actual</u> International as a percentage of FTE enrolment: 7.4% International FTEs: 844.5 Total FTEs: 11,382.5	Performance <u>Assessment</u> Exceeded
2010/11 Actual	International FTEs: 818.2; total enrolment FTEs: 11,013.1 (7.4%)		
2009/10 Actual	International FTEs: 687.2; total enrolment FTEs: 10,576.8 (6.5%)		
2008/09 Actual	International FTEs: 518.2; total enrolment FTEs: 9,863.7 (5.3%)		
2007/06 Actual	International FTEs: 500.5; total enrolment FTEs: 9,538.9 (5.2%)		
2012/13 Target	Yearly increase in international FTEs towards target of 1,300 international FTEs by FY 2015/16 (based on new measure for 2012/13).		
This measure will be changed in 2012/13 to: International student FTEs will increase year to year to meet the government objective of a 50% increase over the next five years. (FY 2011/12 international FTEs is the baseline measure.)			

Goal 4
Kwantlen inspires commitment, leadership, and excellence in its employees; provides a global perspective, models environmental, social, and economic sustainability; and makes innovative use of technology.

Objective U3
Implement education and service quality improvement programs

Postsecondary System Objective
Quality

Performance Measures related to implementing educational and service quality improvement programs:			
U3.1 At least five program units will undertake a program review or demonstrate completion of equivalent external process in each academic year.	<u>2011/12 Target</u> ≥ 5 program units	<u>2011/12 Actual</u> 6 program units completed SETA, GDMA, ABE/ACP, APPD, Political Science, and Accounting	Performance <u>Assessment</u> Exceeded
2010/11 Actual	1 program completed the review; 8 programs began the review process as of June 2010		
2009/10 Actual	5 programs reviewed Diploma in ELST, Bachelor of Applied Arts in Psychology, Bachelor of Arts Major in Psychology, Bachelor of Arts Minor in Psychology, Associated of Arts Degree in Psychology		
2012/13 Target	≥ 5 program units		
U3.2 Three service units will undergo review; procedures will be refined for full implementation.	<u>2011/12 Target</u> ≥ 5 service units	<u>2011/12 Actual</u> Kwantlen is streamlining services for greater efficiency and improve the quality of service to students	Performance <u>Assessment</u> Not assessed
2010/11 Actual	Policy framework in development		
2009/10 Actual	No action taken		
2008/09 Actual	4 completed; 2 in process		
2007/06 Actual	N/A – a new measure in 2008/09		
This measure will be dropped in 2012/13.			

Goal 4 Kwantlen inspires commitment, leadership, and excellence in its employees; provides a global perspective, models environmental, social, and economic sustainability; and makes innovative use of technology.	Objective U4 Operational structures and processes support our student, program, and community goals in a sustainable manner
	Postsecondary System Objective Capacity and Efficiency

Performance Measures related to operational structures and process:			
U4.1 Kwantlen will receive cash donations from the community for capital expansion, special projects and student awards that equal or exceed the average of the previous two years.	<u>2011/12 Target</u> \$1,577,821	<u>2011/12 Actual</u> Total: \$2,014,000	Performance <u>Assessment</u> Achieved
2010/11 Actual	\$1,696,946		
2009/10 Actual	\$1,458,695		
2008/09 Actual	\$1,564,773		
2007/06 Actual	n/a		
2012/13 Target	≥ \$1,855,473		

U4.2 As a new University, Kwantlen will identify and begin implementation of 5 or 6 priorities.	<u>2011/12 Target</u> See measure	<u>2011/12 Actual</u> Kwantlen is focused on launching new programs with a polytechnic emphasis	Performance <u>Assessment</u> Achieved
2010/11 Actual	The University's Vision and Commitments were finalized and will serve as the basis for strategic planning		
2009/10 Actual	Eight priority areas were identified by the president: accessibility, academic excellence, opportunities to bridge from one program to another, new degree programs, re-enter the Continuing Education market, grow to 100% of Ministry student FTE target, focus on the knowledge needs of the South Fraser region, and connect in a meaningful way with business and industry.		
2008/09 Actual	Kwantlen is currently seeking feedback from all stakeholders on a proposed mission and mandate statement that reflects its polytechnic university status. This is the first step in creating a new strategic plan for the University.		
This measure will be dropped in 2012/13.			
U4.3 Align the faculty recruitment and retention plan to respond to changing institutional needs and implement strategies as identified.	<u>2011/12 Target</u> See measure	<u>2011/12 Actual</u> 3 actions	Performance <u>Assessment</u> Achieved
2010/11 Actual	5 actions		
2009/10 Actual	5 actions		
2008/09 Actual	N/A new measure		
This measure will be dropped in 2012/13.			
U4.4 On an annual basis, voluntary turnover rates for regular employees will be less than 5%.	<u>2011/12 Target</u> < 5% (excluding layoffs or involuntary terminations)	<u>2011/12 Actual</u> Turnover rate = 3.6% (excludes layoffs or involuntary terminations)	Performance <u>Assessment</u> Exceeded
2010/11 Actual	3.6%		
2009/10 Actual	2.6%		
2008/09 Actual	n/a - measure modified in 2009/10		
This measure will be dropped in 2012/13.			
U4.5 Ninety percent of all regular vacancies will be filled within six months of posting.	<u>2011/12 Target</u> ≥ 90% of eligible regular postings	<u>2011/12 Actual</u> 100% of all eligible regular postings were filled within six months	Performance <u>Assessment</u> Exceeded
2010/11 Actual	98%		
2009/10 Actual	92.8%		
2008/09 Actual	n/a - measure modified in 2009/10		
This measure will be dropped in 2012/13.			

Goal 4

Kwantlen inspires commitment, leadership, and excellence in its employees; provides a global perspective, models environmental, social, and economic sustainability; and makes innovative use of technology.

Objective U.5

Physical and technological environments support our student, program, and community goals in a sustainable manner

Postsecondary System Objective

Capacity, Efficiency, and Relevance

Performance Measures related to ensuring facilities meet student and program requirements:			
U5.1 Create or enhance at least one space each year that will encourage and support student engagement strategies.	<u>2011/12 Target</u> ≥ 1 space create or enhanced	<u>2011/12 Actual</u> 4 spaces enhanced The Library third floor study area and the student club space at Surrey campus, and the student cafeteria spaces at the Richmond and Surrey campuses	Performance <u>Assessment</u> Exceeded
2010/11 Actual	2 spaces created, 1 space enhanced		
2009/10 Actual	2 spaces created		
2008/09 Actual	1 space enhancement		
2007/08 Actual	n/a		
2012/13 Target	≥ 1 space created or enhanced		
U5.2 Kwantlen will reduce GHG emissions by 15% by 2011 from its 2007 baseline.	<u>2011/12 Target</u> 407 tonnes by 2011*	<u>2011/12 Actual</u> 1.3% reduction or 34 tonnes from the 2007 base.	Performance <u>Assessment</u> Not Achieved
2010/11 Actual	14.4% reduction or 391 tonnes*		
2009/10 Actual	In process		
2008/09 Actual	N/A - new measure in 2009/10		
2012/13 Target	Move towards an 487 tonnes reduction by 2016		
Explanation: GHG emissions were not reduced as intended due to the increased utilization, growth, and colder weather.			
This measure will be modified in 2012/13: Kwantlen will reduce GHG emissions by 18% by 2016 from its 2007 baseline using weather adjusted calculations for energy usage.			
*A reporting error was made in 2010/11. Both the 2011/12 Target and 2010/11 Actual figures reported have been modified.			
U5.3 Kwantlen will maintain energy density level at 0.85 eGJ/m ² for 2011/12.	<u>2011/12 Target</u> 0.85 eGJ/m ²	<u>2011/12 Actual</u> 0.91 eGJ/m ²	Performance <u>Assessment</u> Substantially Achieved
2010/11 Actual	0.80 eGJ/m ²		
2009/10 Actual	0.85 eGJ/m ²		
2008/09 Actual	N/A - new measure in 2009/10		
2012/13 Target	0.95 eGJ/m ²		
Kwantlen continues to make improvements to its infrastructure to improve energy efficiency. Energy data will be collected before retro-fitting and putting in place new systems to be able to quantify energy savings.			
The target for this measure will be modified to 0.95 eGJ/m ² in 2012/13 to allow for increased utilization and growth which lead to an increase the figure reported in 2011/12.			

U5.4 The number of students registered in online courses will equal or exceed the average of the two previous years.	<u>2011/12 Target</u> ≥ 3,555 students	<u>2011/12 Actual</u> 3,767 students	Performance <u>Assessment</u> Achieved
2010/11 Actual	3,587 students		
2009/10 Actual	3,523 students		
2008/09 Actual	2,536 students		
2007/08 Actual	2,096 students		
This measure will be dropped in 2012/13.			
U5.5 The proportion of courses with web-based resources available to students will equal or exceed the average of the two previous years.	<u>2011/12 Target</u> ≥ 53.5% courses	<u>2011/12 Actual</u> 2,798 courses or 59.8%	Performance <u>Assessment</u> Exceeded
2010/11 Actual	2,575 courses		
2009/10 Actual	2,326 courses*		
2008/09 Actual	1,948 courses*		
2007/08 Actual	2,005 courses		
This measure will be dropped in 2012/13			

6. AVED Performance Measures with Targets and Results

System Objective: Capacity			
1a. The number of domestic student spaces (FTE) at Kwantlen will equal or exceed the Ministry overall student FTE targets. (AVED)	<u>2011/12 Target</u> 9,170 FTEs	<u>2011/12 Actual</u> 9,329 FTEs (excludes international and ITA)	Performance Assessment Achieved
2010/11 Actual	8,956 FTEs (excludes international and ITA)		
2009/10 Actual	8,507 FTEs (excludes international and ITA)		
2008/09 Actual	8,065 FTEs (excludes international and ITA)		
2007/06 Actual	7,930 FTEs (excludes international and ITA)		
2012/13 - 2014/15 Target	9,077 FTEs		
System Objective: Capacity			
1b. The number of Nursing and other Allied Health student spaces at Kwantlen will equal or exceed the Ministry student FTE targets for Health and Allied Health Programs. (AVED)	<u>2011/12 Target</u> 751 FTEs	<u>2011/12 Actual</u> 539 FTEs	Performance Assessment Not Achieved
2010/11 Actual	552.2 FTEs		
2009/10 Actual	527 FTEs		
2008/09 Actual	470 FTEs		
2007/08 Actual	540 FTEs		
2012/13 – 2013/14 Target	716 FTEs		
Explanation: There are several factors that impact the Nursing and Allied Health FTEs including student attrition and students' taking elective courses while registered in other programs leaving them to take only a partial course load, and hence generate a partial FTE count, while enrolled in Nursing. Since the last reporting cycle, Kwantlen has been proactive in identifying and addressing these factors. So far, the admissions processes for both the Bachelor of Science in Nursing (BSN) and Bachelor of Psychiatric Nursing (BPN) programs have been revamped (effective September, 2012 for the BSN program and May, 2013 for the BPN program.) Kwantlen anticipates that this will decrease student attrition. Practices which encouraged students to take elective courses while registered in other programs are being reviewed. Program options are expanding; in September 2012, a post-baccalaureate Nursing program is being launched. Lastly, the BPN program has started targeting new segments of the population - registered psychiatric nurses (RPN) who want to complete a degree. Efforts have been successful, attracting RPNs in the January 2012 intake. The multipronged approach taken will have a positive impact on Nursing and Allied Health FTE generation.			
System Objective Capacity			
1c. The number of student spaces in ABE, ESL, and ASE programs at Kwantlen will equal or exceed the Ministry student FTE target for Developmental programs.(AVED)	<u>2011/12 Target</u> 968 FTEs	<u>2011/12 Actual</u> 682 FTEs	Performance Assessment Not Achieved
2010/11 Actual	760.5 FTEs		
2009/10 Actual	450 FTEs		
2008/09 Actual	870 FTEs		
2007/08 Actual	870 FTEs		
2012/13 – 2013/14 Target	968 FTEs		

Explanation: Kwantlen has developed a four year plan to meet its Ministry student FTE target for Developmental programs. The plan includes strategies for continuous improvement of processes, policies and programs, increased marketing of current programs and new community partnerships. In addition, developmental education program areas will closely monitor completion and progression rates to increase effectiveness of student recruitment and retention efforts as it is about FTE numbers.			
System Objective: Capacity			
2. The number of credentials awarded by Kwantlen year will equal or exceed the Ministry target. (AVED)	<u>2011/12 Target</u> 2,014 credentials awarded	<u>2011/12 Actual</u> 2,026 credentials awarded	<u>Performance Assessment</u> Achieved
2010/11 Actual	1,934 credentials awarded		
2009/10 Actual	1,693 revised by AVED to 1,939 credentials awarded (calculation of measure was revised by AVED)		
2008/09 Actual	1,666 revised by AVED to 1,782 credentials awarded		
2007/08 Actual	n/a		
2012/13 Target	≥ 2,127 credentials		
The total number of credentials awarded calculated by AVED is the average of the three most recent fiscal years (2007/08, 2008/09, and 2009/10). Developmental credentials are now included. The Student Transitions Project is now the data source for credentials awarded. The target is calculated using the institution's actual FTEs and it takes into consideration the average program length.			
System Objective: Access			
3a. Maintain or increase the number and percent of student population that is Aboriginal. (AVED)	<u>2011/12 Target</u> ≥ 505 and 2.9%	<u>2011/12 Actual</u> 488 and 2.7%	<u>Performance Assessment</u> Number: Substantially Achieved Percent: Substantially Achieved
2010/11 Actual	505 and 2.9%		
2009/10 Actual	496 and 2.9% (revised by AVED from 475 and 2.8%)		
2008/09 Actual	n/a		
2007/06 Actual	n/a		
2012/13 - 2014/15 Target	≥ previous year		
Note: Since 2011, the Student Transitions Project is the data source for the number and percent of students who are Aboriginal.			
System Objective: Access			
3b. Maintain or increase the number of Aboriginal student spaces (FTEs). (AVED)	<u>2011/12 Target</u> N/A	<u>2011/12 Actual</u> Total 335 FTEs (201 AVED FTEs + 134 ITA FTEs)	<u>Performance Assessment</u> Not Assessed
2010/11 Actual	Total 342 FTEs (184 AVED FTEs; 157 ITA FTEs)		
2012-13 Target	n/a		

System Objective: Quality			
4. Student assessment of satisfaction with education will equal or exceed 90%. (AVED)	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 91.0% (+/-1.2%) BGS: 96.4% (+/-1.4%) APPS: 92.2% (+/-2.7%)	Performance <u>Assessment</u> DACSO: Achieved BGS: Achieved APPSO: Achieved
2010/11 Actual	DACSO: 93.0% (+/-1.0%); BGS: 95.4% (+/-1.8%); APPSO: 88.0% (+/-4.7%)		
2009/10 Actual	DACSO: 91.7% (+/-1.1%); BGS: 97.5% (+/-1.3%); APPSO: n/a		
2008/09 Actual	DACSO: 92.5% (+/-0.9%); BGS: 96.5% (+/-1.9%); APPSO: n/a		
2007/08 Actual	DACSO: 95.7% (+/-0.8%); BGS: 99.4% (+/-0.8%); APPSO: n/a		
2012/13 - 2014/15 Target	DACSO/BGS/APPSO: ≥ 90%		
System Objective: Quality			
5. Student assessment of the quality of instruction [at Kwantlen as good or very good] will equal or exceed 90%. (AVED)	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 94.5% (+/-0.9%) BGS: 97.1% (1.3%) APPSO: 94.0% (+/-2.3%)	Performance <u>Assessment</u> DACSO: Achieved BGS: Achieved APPSO: Achieved
2010/11 Actual	DACSO: 96.4% (+/-0.8%); BGS: 97.0% (+/-1.5%); APPSO: 90.3% (+/-4.2%)		
2009/10 Actual	DACSO: 95.1% (+/-1.5%); BGS: 95.8% (+/-1.6%); APPSO: n/a		
2008/09 Actual	DACSO: 84.3% (+/-1.3%); BGS: 97.1% (+/-1.7%); APPSO: n/a		
2007/06 Actual	DACSO: 85.2% (+/-1.4%), BGS: 98.3% (+/-1.3%); APPSO: n/a		
2012/13 - 2014/15 Target	DACSO/BGS: ≥ 90%		
System Objective: Quality			
6. [Former] student assessment of their skill development (written and oral communication, group collaboration, critical analysis, problem resolution, reading comprehension, and independent learning) at Kwantlen will equal or exceed 85%. (AVED)	<u>2011/12 Target</u> Skill development (avg. %): ≥ 85%	<u>2011/12 Actual</u> DACSO: Skill development (avg%) 72.9% (+/-2.0%) Written communication 67.4 % (+/- 2.2%) Oral communication 64.9 % (+/-2.2%) Group collaboration 76.2 % (+/-1.8%) Critical analysis 77.9% (+/-1.7%) Problem resolution 70.2% (+/-2.0%) Learn on your own 75.2% (+/-1.8%) Reading comprehension 78.2% (+/-1.8%) BGS Skill development (avg%) 88.9% (+/-2.5%) Written communication 85.3% (+/- 2.8%) Oral communication	Performance <u>Assessment</u> DACSO: Not Achieved BGS: Achieved

		91.2% (+/-2.2%) Group collaboration 89.4% (+/-2.4%) Critical analysis 94.6% (+/-1.7%) Problem resolution 85.8% (+/-2.8%) Learn on your own 90.4% (+/-2.3%) Reading comprehension 85.5% (+/-2.8%)	
2010/11 Actual	DACSO: 75.0% (+/-1.9%); BGS: 89.7% (+/-2.7%)		
2009/10 Actual	DACSO: 74.1% (+/-1.7%); BGS: 88.7% (+/-2.7%)		
2008/09 Actual	DACSO: 76.5% (+/-1.6%); BGS: 93.0% (+/-2.6%)		
2007/08 Actual	DACSO: 79.7% (+/-1.7%); BGS: 90.3% (+/-0.8%)		
2012/13 – 2014/15 Target	DACSO/BGS: ≥ 85%		
<p>Explanation: There are several factors that contribute to Kwantlen's rating on the skills development measure which are external to the University. Kwantlen has twice as many students in ESL in its K-12 system compared to the province (18% and 9% according BC Stats), and the level of academic preparedness of the majority of recent high school graduates enrolling at Kwantlen is low (according to the STP data). However, Kwantlen works ardently to provide students with the support needed for a reasonable chance at academic success. In addition, a multi-pronged approach is being used to better understand and address why the skill development target is not being met in one and two year programs.</p> <ul style="list-style-type: none"> • At the institutional level, entrance requirements to programs and the institution as a whole are being reviewed to facilitate student development and success; • The program review process takes a lens to specific issues such as skills development and curriculum enhancements and recommendations for addressing issues are made; • Faculties are asked to report their strategies to improve skill development in their one and two year programs. Some of the approaches that have been reported include: Programs Chairs and Coordinators discuss deficiencies in skills and find ways of creating opportunities for students to develop these skills in specific courses, program and course prerequisites are reviewed to facilitate sequential skill development, programs have been completely revamped or expanded (i.e. made into longer programs) to allow for higher skill development, and advisory committees are increasingly used to help ensure programs and courses produce graduates with adequate skills levels to facilitate their transition to further studies or the workforce. 			
System Objective: Relevance			
7. Employed graduates' assessment of the usefulness of their knowledge and skills acquired at Kwantlen in performing their job will equal or exceed 90%. (AVED)	<u>2011/12 Target</u> ≥ 90%	<u>2011/12 Actual</u> DACSO: 78.7% (+/-3.6%) BGS: 89.9% (+/-2.6%) APPSO: 86.9% (+/-3.9%)	Performance <u>Assessment</u> DACSO: Substantially Achieved BGS: Achieved APPSO: Achieved
2010/11 Actual	DACSO: 75.4% (+/-3.6%); BGS: 85.5% (+/-6.1%); APPSO: 93.2% (+/-2.5%)		
2009/10 Actual	DACSO: 79.2% (+/-3.2%); BGS: 96.7% (+/-1.6%); APPSO: n/a		
2008/09 Actual	DACSO: 66.6% (+/-2.1%); BGS: 95.7% (+/-2.2%); APPSO: n/a		
2007/08 Actual	DACSO: 67.0%; BGS: 95.9%; APPSO: n/a		
2012/13 – 2014/15 Target	DACSO/BGS/APPSO: ≥ 90%		

System Objective: Relevance			
8. The unemployment rate of Kwantlen's graduates will be lower than that of high school graduates in the Lower Mainland/Southwest region of BC. (AVED)	<u>2011/12 Target</u> ≤ 13.0%	<u>2011/12 Actual</u> DACSO: 12.3% (+/-2.7%) BGS: 5.7% (+/-1.9%) APPSO: 7.6% (+/-2.8%)	Performance <u>Assessment</u> DACSO: Achieved BGS: Exceeded APPSO: Exceeded
2010/11 Actual	DACSO: 9.9% (+/-2.3%); BGS: 5.8% (+/-2.2%); APPSO: 12.6% (+/-5.1%)		
2009/10 Actual	DACSO: 9.1% (+/-2.2%); BGS: 4.0% (+/-1.7%); APPSO: n/a		
2008/09 Actual	DACSO: 7.2% (+/-1.1%); BGS: 1.2% (+/-1.1%); APPSO: n/a		
2007/08 Actual	DACSO: 6.0%; BGS: 0.6%; APPSO; n/a		
2012/13 - 2014/15 Target	≤ the unemployment rate for individuals aged 18 to 29 with high school credentials or less for the Lower Mainland/Southwest region		

7. Financial Information

7.1 Summary Financial Report 2011/12

Financial Report	2011/12 Actual	2011/12 Forecast	2010/11 Actual
Revenues			
Grants	\$73,969,070	\$73,406,000	\$74,288,484
Other grants	\$0	\$0	\$1,900,536
Tuition fees	\$46,488,078	\$43,839,000	\$44,320,760
Access and other fees	\$4,694,735	\$3,760,000	\$3,879,950
Contract and other services	\$2,068,316	\$3,321,000	\$1,918,055
Interest, shop earnings, and other income	\$4,562,433	\$4,904,000	\$3,463,156
Ancillary services	\$8,274,525	\$8,858,000	\$8,427,424
Amortization of deferred capital contributions	\$5,230,299	\$5,405,000	\$4,901,407
Total Revenues	\$145,287,456	\$143,493,000	\$143,099,772
Expenditures			
Salaries and benefits	\$101,648,577	\$103,684,000	\$99,385,976
Cost of goods sold	\$5,160,482	\$5,700,000	\$5,144,079
Other operating costs	\$21,528,586	\$22,093,000	\$22,671,778
Amortization of capital assets	\$10,105,114	\$11,063,800	\$9,891,286
Transfers to Kwantlen Foundation	\$1,193,728	\$943,000	\$1,257,208
Total Expenditures	\$139,636,487	\$143,483,800	\$138,350,327
Net Results	\$5,650,969	\$9,200	\$4,749,445
Net Assets	\$73,955,093		\$68,304,124

7.2 Summary Financial Outlook 2012/13 – 2014/15

Summary Financial Outlook	2012/13 Forecast	2013/14 Forecast	2014/15 Forecast
Revenues			
Grants	\$73,406,000	\$72,917,000	\$72,917,000
Tuition fees	\$46,976,800	\$47,916,400	\$48,874,700
Access and other fees	\$4,243,200	\$4,328,100	\$4,414,700
Contract and other services	\$2,921,000	\$2,921,000	\$2,921,000
Interest, shop earnings, and other income	\$3,679,000	\$3,679,000	\$3,679,000
Ancillary services	\$9,035,200	\$9,215,900	\$9,400,200
Amortization of deferred capital contributions	\$5,105,000	\$5,105,000	\$5,105,000
Total Revenues	\$145,366,200	\$146,082,400	\$147,311,600
Expenditures			
Salaries and benefits	\$105,080,000	\$106,371,200	\$108,117,900
Cost of goods sold	\$6,006,800	\$6,126,800	\$6,248,800
Other operating costs	\$22,656,600	\$23,124,700	\$23,601,700
Amortization of capital assets	\$10,600,000	\$11,000,000	\$11,000,000
Transfers to Kwantlen Foundation	\$1,000,000	\$1,000,000	\$1,000,000
Total Expenditures	\$145,343,400	\$147,622,700	\$149,968,400
Net Results	\$22,800	(\$1,540,300)	(\$2,656,800)

Appendix A. FTE Enrolment Report

Year Ended March 31, 2012

Faculty/Ministry Credential Level	2011/12 Actual	2010/11 Actual
Academic & Career Advancement		
Developmental Credential	235.8	266.1
No Credential Level/Others	192.4	207.6
	428.2	473.7
Arts		
Baccalaureate degree	1,318.1	1,037.3
Associate degree	2,111.6	2,250.4
Diploma	250.1	237.3
Certificate/Others	92.9	86.0
	3,772.6	3,610.8
Business		
Baccalaureate degree	1,483.3	1,115.0
Associate degree	33.5	33.2
Post-degree Diploma	19.5	22.0
Diploma	1,184.7	1,397.7
Certificate	244.0	230.9
	2,965.0	2,798.8
Community and Health Studies		
Baccalaureate degree	320.9	323.5
Post-degree Certificate	5.7	5.7
Certificate/Others	303.3	307.7
	629.9	636.9
Continuing Education		
No Credential Level	24.3	
	24.3	
Design		
Baccalaureate degree	272.5	274.4
Diploma	43.8	39.6
Certificate	43.9	43.6
	360.1	357.6

Year Ended March 31, 2012

Faculty/Ministry Credential Level	2011/12 Actual	2010/11 Actual
Science and Horticulture		
Baccalaureate degree	9.2	2.3
Associate degree	645.7	543.6
Diploma	154.0	146.7
Apprenticeship	142.0	125.0
Certificate/Others	137.2	116.9
	1,088.1	934.6
Trades and Technology		
Diploma	58.4	67.1
Apprenticeship	739.0	775.4
Certificate/Others	435.7	424.0
	1,233.1	1,266.5
Non-credential /Undeclared		
No Credential Level	37.0	116.1
	37.0	116.1
Government Funded FTEs		
International FTEs	844.5	818.2
	10,538.3	10,194.9
Total FTEs	11,382.8	11,013.1

Accompanying Notes:

1. Basis of actual FTE calculation:

A revised Student FTE Enrolment Reporting Manual for Institutions in the BC Post-Secondary Central Data Warehouse was issued by the Ministry of Advanced Education (AVED) in March 2012. The original Student FTE Enrolment Reporting manual was effective April 1, 2005.

This manual, the March 2012 version of the FTE Audit Tool (FAT) was used to generate student FTE enrolments for all programs.

2. Report Presentation:

This enrolment statement reports all student enrolments funded by the AVED and the Industry Training Authority (ITA) as defined in the Student FTE Enrolment Reporting Manual.

This statement also reports on international student enrolments separately. These enrolments are shown separately as they are not counted towards meeting government enrolment targets.

3. Full-Time Equivalent Targets:

The enrolment targets for 2011/12 and 2010/11 are as follows:

	2011/12	2010/11
Advanced Education (AVED)	9,170*	9,109
Industry Training Authority (ITA)		
Apprenticeship	972**	1,043
Foundation	336**	432
	1,308	1,475
TOTAL	10,478	10,584

4. Comparative Figures:

Report categories reflect the program credential level categories submitted to the Ministry in Kwantlen bi-annual Central Data Warehouse submissions. Certain comparative figures have been restated to conform to the report presentation adopted in the current year. Faculty is student program faculty.

* Based on 2011/12 Final FTE Report template

** Based on Schedule C – ITA Letter of Agreement of November 17, 2011

BOARD ITEM / New Business

Issue: **Dispensing with Monitoring of Board Policies**

For Information: With the development and near completion of the Board Manual, which will result in revisions to Board Bylaws and Policies, it is proposed that the Board dispense with the monitoring of Board Policies, including the President's Monitoring Reports. The President will report to the Board regularly on the achievement of his annual goals (included in this Board package).

It is anticipated that the Board Manual, along with revisions to Board Bylaws and Policies, will come before the Board at its November 2012 meeting.

BOARD ITEM / New Business

Issue: **Appointment of Board Appeals Tribunal**

For Information: Many members of the previously appointed Board Appeals Tribunal have completed their term of office on the Board of Governors, leaving vacancies on the Appeals Tribunal. It is proposed that the following Board Members be appointed to the Appeals Tribunal for the lesser of a three-year period or until they are no longer a Board Member except as follows.

If, upon 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 for future appeals.

For Approval: **THAT the Board of Governors appoint the following Board Members to the Board Appeals Tribunal:**

Three appointed Board Members:

Amrik Virk

Shane King

Lisa Skakun

One student Board Member:

Jared Penland

One faculty or staff Board Member:

Sandra Hoffman

BOARD ITEM / Governance Committee

Issue: **Political Fundraising Expenses Policy**

For Information: The attached draft policy was developed in response to the Board of Governors request that a policy to prevent University spending for political events be developed. The BC Government strongly discourages expenses being incurred at public institutions for partisan political events.

The Board Governance Committee reviewed the attached policy at its September 5, 2012 meeting, agreed to some revisions and recommended it to the Board for approval.

For Approval: **THAT the Board of Governors approve the *Political Fundraising Policy* for University Comment.**

Policy History	
Policy No.	Revised:
Approving Jurisdiction	Reviewed:
Board of Governors	
Signed By	Effective:
Administrative Responsibility	Approved:
President	

Political Fundraising Expenses Policy

12 09 12

CONTEXT AND PURPOSE

It is recognized that the University's mission of education is fundamental to a democratic society; however the University and its resources should not be used to promote partisan political causes and candidates.

SCOPE AND LIMITS

This policy is intended to cover Municipal, Regional, Provincial and Federal political fundraising events.

This policy applies to the Board of Governors, Senators and all Kwantlen employees.

STATEMENT OF POLICY PRINCIPLES

1. Claims for expenses incurred for political fundraising events or other partisan purposes are expressly prohibited.

BOARD ITEM / Governance Committee

Issue: **Board Only In camera Wording (draft Board Manual)**

For discussion: At its September 5, 2012 meeting, the Board Governance Committee reviewed the draft Board Manual wording regarding Board only *in camera* meetings. It determined that the entire Board should discuss this item.

The wording in the draft Board Manual reads:

“14.12 Board Only *In camera* Meetings

After the *in camera* session of a regular Board Meeting, the Board will regularly meet *in camera* without any members of senior leadership (including the President) present to discuss:

- a) The President’s appointment, performance, evaluation or compensation;
- b) The President’s annual goals;
- c) President succession planning; or
- d) Board functioning.

Immediately following this Board only *in camera*, the Board Chair shall report to the President on issues discussed at the meeting, as appropriate.

Decisions made at Board only *in camera* meetings will be recorded and filed in a secure location. The University Secretary will be brought in to the meeting to record such decisions and the Board Chair will report to the President (or, if required, other senior leader) on the decision.”

Questions:

1. Does the Board wish to have Board only *in camera* meetings without senior leadership and the President in attendance?
2. Should this wording remain in the Board Manual, be amended or be removed?

BOARD ITEM / Finance & Audit Committee

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

For Information: At its June 20, 2012 meeting, the Board of Governors approved this FPP, subject to a recommendation for approval from the Board Finance & Audit Committee.

The Board Finance & Audit Committee reviewed the FPP from a financial perspective at its September 7, 2012 meeting and recommended it to the Board for approval.

Therefore, the “subject to” clause of the June Board motion has been fulfilled satisfactorily and the FPP is formally approved.

BOARD ITEM / Finance & Audit Committee

Issue: **Campus Planning Policy and Procedures**

For Information: The Finance & Audit Committee considered the draft Campus Planning Policy and Procedures at its September 7, 2012 meeting and recommended it to the Board for approval to go to the University for comment.

The draft policy and procedures were approved by Senate at its March 26, 2012 meeting.

Attached:
Campus Planning Policy
Campus Planning Procedures

For Approval: **THAT the Board of Governors approve the Campus Planning Policy and Procedures for University comment.**



		Policy History
Policy No.	NEW, to be assigned	Revised:
Approving Jurisdiction	BOARD	Reviewed:
Signed By		Effective:
Administrative Responsibility	VICE-PRESIDENT, FINANCE AND ADMINISTRATION	Approved:

CAMPUS PLANNING POLICY

Draft 12 03 05

CONTEXT AND PURPOSE

Section 27 (2) of the University Act states... “the board has the following powers: (d) in consultation with the senate, to maintain and keep in proper order and condition the real property of the university, to erect and maintain the buildings and structures on it that in the opinion of the board are necessary and advisable, and to make rules respecting the management, government and control of the real property, buildings and structures;

(e) in consultation with the senate, to provide for conservation of the heritage sites of the university, including any heritage buildings, structures and land of the university;” (underlining added)

The requirements of the Act with respect to real property are addressed through the following University processes:

- (1) Campus Planning Including conservation of heritage sites: this policy
- (2) Capital expenditure: capital budget
- (3) Maintenance: annual operating budget
- (4) Control: internal operating practices

This Policy and related Procedures provides the principles and procedures that will guide the orderly development and renovation of facilities and infrastructure to support the University’s mission and mandate. Campus planning includes a master plan for the future development of each campus and a multi-year capital plan which will identify all major new construction, repair, renovation and adaptive reuse or demolition of campus buildings and grounds.

SCOPE AND LIMITS

This policy addresses all projects involving the preparation and periodic updating of all of the University's master plan and multi-year capital plans including the identification of any heritage sites (buildings and/or grounds) owned by the University.

STATEMENT OF POLICY PRINCIPLES

1. The campus planning process is driven primarily by the academic needs of the University.
2. The University's campus planning process is guided by a concern for the environment with the goal of minimizing the University's environmental footprint.
3. Issues involving concerns of a heritage nature are addressed by the University as part of its planning processes.
4. The University ensures that a master plan and a multi-year capital plan is prepared for each campus and updated as required according to the evolving needs of the University.
5. The master plan and multi-year capital plan, as they are prepared and undergo major modifications, are presented to Senate for review and comment and then presented to the University Board for its review and approval.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

Legislation

University Act, Section 27 (2) (d), (e)

Policies

None

RELATED PROCEDURES

Refer to Campus Planning Procedures xxx



	Procedure History
Policy No. NEW, # to be assigned	Revised:
Approving Jurisdiction BOARD	Reviewed:
Signed By	Effective:
Administrative Responsibility VICE-PRESIDENT, FINANCE AND ADMINISTRATION	Approved:

CAMPUS PLANNING PROCEDURES

Draft 12 01 12

DEFINITIONS

Campus Planning: Campus Planning, for the purposes of this policy, is an all-encompassing term that embraces the University’s Master Plan for the future development of each campus as well as a Multi-Year Capital Plan which identifies all major new construction, repair, renovation and adaptive reuse of campus buildings and grounds.

Master Plan: A Master Plan is a conceptual layout for a site; it looks at existing buildings, the next phase of growth, and long-range growth; it outlines a logical phased growth plan and indicates the maximum potential usage of a site.

Multi-year Capital Plan: A Multi-Year Capital Plan identifies priority major renovation and expansion projects for funding consideration including a preliminary cost estimate. The Multi-Year Capital Plan is provided to the Ministry of Advanced Education as requested.

Units: The term Unit is used within these Policy and related Procedures documents to describe any of the University’s Faculties, schools, divisions, departments and other operating entities with responsibility for organizing and managing some aspect of the University’s activities. Again, for the purpose of this Policy and Procedures, the dean, manager or supervisor of a unit will be referred to as its Head.

PROCEDURES

PREAMBLE

Developing a Master Plan and Multi-Year Capital Plan for the University's campuses is a complex process that responds to a number of different factors and circumstances:

- Academic requirements
- Institutional growth
- Optimal utilization of campus sites and buildings
- Changes in the nature of the programming offered by the University and the impact on the types of spaces required to deliver the programming
- Building obsolescence
- Program, service and campus economies of scale

The Campus Planning process is governed by the principles articulated in the Policy document:

1. The campus planning process is driven primarily by the academic needs of the University.
2. The campus planning process is guided by a concern for the environment with the goal of minimizing the University's environmental footprint.
3. Issues involving concerns of a heritage nature are addressed by the University as part of its planning processes.
4. The University ensures that a master plan and a multi-year capital plan is prepared for each campus and updated as required according to the evolving needs of the University.
5. The master plan and multi-year capital plan, as they are prepared and undergo major modifications, are presented to Senate for review and comment (in relationship to academic plans and priorities) and then presented to the University Board for its review and approval.

The University maintains an on-line document outlining the steps involved in the planning of capital projects. This document is updated from time to time to reflect various changes including best practices:

http://www.kwantlen.ca/_shared/assets/Facilities_Capital_Project_Development_Stages18032.pdf

The section that follows outlines the responsibilities of the key areas of the University involved in various phases of the Master Planning Processes.

RESPONSIBILITIES OF UNIVERSITY ENTITIES INVOLVED IN MASTER PLANNING PROCESSES

HEADS OF UNIVERSITY UNITS

Heads of University units are responsible for

- The identification of short and long-term space requirements to support changes within their area of responsibility. This includes reductions in space requirements and any anticipated increases in requirements. Requirements are provided to the Director of University Space on a regular basis.

VICE-PRESIDENT, FINANCE AND ADMINISTRATION

The Vice-President, Finance and Administration is responsible for:

- Providing leadership and advice to the University's campus planning activities
- Ensuring that master plans and multi-year capital plans are developed and updated as required
- Engaging the knowledge and expertise of University staff with knowledge of the requirements of the University and its various units
- Engaging, as required, external, professional expertise to assist in the development of master plans and multi-year capital plans
- Providing advice and recommendations to senior administration, Senate and the Board regarding site and building planning issues

SENATE

The Senate is responsible for:

- Providing advice on campus planning issues as it relates to academic plans and priorities
- Reviewing and providing advice on master plans and multi-year capital plans

BOARD OF GOVERNORS

The Board of Governors is responsible for:

- Reviewing and providing advice on master plans and multi-year capital plans
- Approving master plans and multi-year capital plans

RELATED POLICY

Refer to Campus Planning Policy xxxx



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

**BOARD:
MEETING DATE:
SCHEDULE NO:
PRESENTED BY:**

**Regular
19 September 2012
7.3
Shane King**

BOARD ITEM / Finance & Audit Committee

Issue: Policy 3.4, Financial Planning / Budgeting

For Information: The Board Finance & Audit Committee discussed Policy 3.4 at its September 7, 2012 meeting and recommended that the President is in compliance with it.

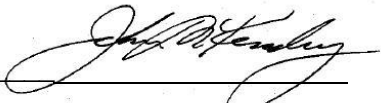
Attached:

1. President's (John McKendry) Monitoring Report
2. Evaluation Summary

For Approval THAT the President is in compliance with Policy 3.4, Financial Planning / Budgeting.

Internal Monitoring Report
Policy 3.4, *Financial Planning/Budgeting*
March 2012

This is my monitoring report on your Executive Limitations Policy 3.4, *Financial Planning/Budgeting* according to the schedule set out. I certify that the information contained in this report is true and that I am in compliance with the Policy.



President & Vice-Chancellor

March 21, 2012

Date

BOARD POLICY PROVISION

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year strategic management plan related to Board Ends.

PRESIDENT INTERPRETATION

- Kwantlen's budgets must recognize the Mandate, Mission and Vision of the University, Board of Governors' Ends priorities, the academic priorities of Senate, the established priorities of Kwantlen's long-term education and service plans, and the Ministry of Advanced Education and Labour Market Development's student FTE targets;
- During the current transition period, the President must advise the Board of any impact the institution's new governance structure may have on the institutional budget and on the Board's fiscal and fiduciary responsibilities; and
- The President must inform the Board of any financial risks and exposures emerging from circumstances beyond Kwantlen's control and of any new discretionary risks and exposures which Kwantlen wishes to undertake. In the case of discretionary risks, the President must brief the Board on how accepting or not accepting them will affect Kwantlen's ability to pursue the University's mandate, mission and vision and comply with the Board's Ends policies.

SPECIFIC POLICY PROVISIONS

Further, budgets prepared and utilized by the President shall not

- 1. Cause any situation or condition delineated as unacceptable in the "Financial Conditions and Activities" Board policy.**

PRESIDENT INTERPRETATION

Budgets must be prepared in compliance with Policy 3.5, *Financial Condition and Activities*, which prohibits:

- Expending more funds than have been received in the fiscal year to date unless the amount can be repaid by certain and otherwise unencumbered revenues within 90 days of the end of the fiscal year;
- The use of carried over contingency funds;
- The delay of payroll and debt settlement;
- The late or inaccurate filing of tax or other government ordered payments;
- Making unbudgeted expenditures in excess of \$200,000 without informing the Board;
- Acquiring, encumbering or disposing of buildings without Board approval; and
- Avoiding or ignoring internal controls.

- 2. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.**

PRESIDENT INTERPRETATION

- The budgets must be based upon realistic, reasonable estimates of revenues and expenses;
- Capital and operational items are separated and managed appropriately;
- Planning assumptions are integral to the budget process and to shaping the budget;
- The budget process must adopt prudent business practices that separate long-term capital commitments from annual operating activities; and
- The budget process must be based upon reasonable planning assumptions.

- 3. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.**

PRESIDENT INTERPRETATION

- The projected revenues for a fiscal period must be based on conservative estimates; highly speculative revenues should not be included; and
- The projected expenditures for a fiscal period must be based on known commitments and reasonable estimates of other expenses.

- 4. Fail to plan contribution to the contingency fund to reach 4% of the operating budgeting.**

PRESIDENT INTERPRETATION

- The 4% level in the Board Contingency Fund must be maintained without creating an unreasonable hardship on the institution; and
- The Contingency Fund exists so that it may be utilized in the event of unforeseen or beyond-Kwantlen's control financial requirements in the pursuit of an opportunity the institution might not otherwise pursue. In a year in which the proposed budget anticipates drawing on the Contingency Fund, the CEO may recommend a temporary suspension of a contribution toward it or a lower contribution amount.

- 5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.**

PRESIDENT INTERPRETATION

The approved budget must provide resources to the Board of Governors to enable it to fulfill its governance role.



Policy Governance Executive Limitations Evaluation Form

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

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

Discussed at the May 16, 2012 Finance & Audit Committee Meeting.

Policy being monitored:

Policy 3.4, *Financial Planning / Budgeting*

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year strategic management plan related to Board Ends.

Further, budgets prepared and utilized by the President shall not:

1. Cause any situation or condition delineated as unacceptable in the "Financial Conditions and Activities" Board policy.
2. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
3. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.
4. Fail to plan contribution to the contingency fund to reach 4% of the operating budgeting.
5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.

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

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

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

Comments: _____

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

Comments: _____

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

Comments: _____

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

Comments: _____

6. Was it a reasonable rationale? All Yes No

Comments: _____

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

Comments: _____

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



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

**BOARD:
MEETING DATE:
SCHEDULE NO:
PRESENTED BY:**

**Regular
19 September 2012
7.4
Shane King**

BOARD ITEM / Finance & Audit Committee

Issue: Policy 3.5, Financial Conditions and Activities

For Information: The Board Finance & Audit Committee discussed Policy 3.5 at its September 7, 2012 meeting and recommended that the President is in compliance with it.

Attached:

1. President's (John McKendry) Monitoring Report
2. Evaluation Summary

For Approval THAT the President is in compliance with Policy 3.5, Financial Conditions and Activities.

Internal Monitoring Report
Policy 3.5, *Financial Condition & Activities*
February 2012

This is my monitoring report on your Executive Limitations Policy 3.5, *Financial Condition & Activities* according to the schedule set out. I certify that the information contained in this report is true and that I am in compliance with the Policy.



President & Vice Chancellor

February 24, 2012

Date

BOARD POLICY PROVISION

With respect to the actual ongoing financial condition and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from board priorities established in Ends policies.

PRESIDENT & VICE CHANCELLOR INTERPRETATION

The President shall ensure that policies, competent financial managers and integrated systems for financial planning, financial management & control and financial reporting are in place to ensure that

- the University's approved budget supports both the Board's Ends Statements and Senate's Academic Plan & Priorities;
- expenditures from the previous year (see audited financial statements) and commitments are consistent with the approved University budgets, with the Board's Ends Statements and Senate's Academic Plan & Priorities;
- the University's administration identifies budget variances in a timely manner and makes appropriate management decisions to address them;
- asset management is both effective and efficient;
- cash in excess of the University's needs is invested to preserve capital and to earn a positive return (see audited financial statements, quarterly financial and investment reports);
- the University has competent and experienced financial management;
- the Board receives timely information on University projected and actual revenues and expenditures; and
- the University's short-term financial condition is stable and its long-term financial condition supports the University's objectives and plans (see audited financial statements).

RATIONALE

To successfully manage the finances of a \$144 million university, integrated systems for financial planning, financial management & control and financial reporting are essential. As well, competent and experienced financial managers are required. These managers and the integrated financial systems they manage ensure that the President, Vice Presidents, Deans and Directors have accurate and timely financial information and financial reports for planning, budgeting and management control.

DATA

Policies have been put in place that guide procedures and practice at the University and ensure that the University is in compliance with Policy 3.5. Also, the University Act and Board Policies inform the University's procedures and practices. The University's procedures and practices and how they relate to policy are described below.

- a) The University budget development process has been redesigned to be both more open and transparent. Budget presentations and written budget narratives connect budget proposals with both the Board's Global Ends Statement and the Senate's Academic Plan & Priorities. The process was revised for fiscal 2012-13 to allow greater participation from the community. The budget development process is now complete. Documents and timelines are posted on the Finance website:
http://www.kwantlen.ca/finance/budgeting_assurance.html
- b) The University's Budget is developed based on conservative estimates of revenue. As well, the budget presented to the Board is fully costed, balanced and includes a prudent budget contingency. Assumptions for fiscal 2012-13 are no increase in government funding, a 2% lift in domestic and international tuition fees, and an overall 2% increase in enrolments.
- c) Expenditures and commitments are controlled through approval processes and management control mechanisms. Expenditures and commitments are reviewed by Finance Department Managers and Staff to ensure that budget is available and that expenditures and commitments have required authorization. Human Resource Services works with Finance to ensure that staffing is within budget. Managers in the Finance Department are accountable for the control of these payments and receipts. A revised policy and procedures on signing authority has been implemented.
- Board Policies**
- 4.0 Global Ends Statement
- University Act**
- 27 (1) Powers of the Board
 - 35.2 (5) (6) Powers of Senate
- University Act**
- University Act 29 (Limit on Expenditures), 31 (Short Term Borrowing)
- Board Policy**
- 3.4 Financial Planning /Budgeting
- University Policies**
- Policy E.12 Financial: Annual Expenditure Plan
- University Policies**
- E.3 Banking
 - E.6 Expense Claim Regulations
 - E.8 Purchasing
 - E.9 Signing Authority
 - E.11 Management and Investment of Operating Funds
 - E.13 Financial Structure

- of Revenue Based
Activities
- E.14 Investment of Endowment Funds
- d) Budget variances are identified through a monthly review of expenditures comparing them to budgeted amounts. The CFO, the Executive Director Finance and her Managers are engaged in this process.
- Board Policy**
- 3.4 Financial Planning /Budgeting
- University Policy**
- Policy E.12 Financial: Annual Expenditure Plan
- e) Audited Financial Statements provide the Board of Governors with yearly reporting on the University's financial management. Over the past 10 years, the University has improved its financial position significantly. See Audited Financial Statements for 2010-11 fiscal results.
- Board Policy**
- 3.4 Financial Planning/Budgeting
 - 3.5 Financial Condition and Activities
 - 3.6 Asset Protection
- University Policies**
- E.2 Auditors
- f) Cash in excess of the University's working capital is invested with two external investment managers. These managers purchase government and corporate bonds (Single A Rated or better) and Canadian Government insured mortgages consistent with the investment objectives of the University. The CFO has provided the Finance and Audit Committee with updated investment performance information and the investment managers have attended Finance and Audit Committee meetings to make presentations and to respond to questions.
- University Policies**
- E.11 Management and Investment of Operating Funds
 - E.14 Investment of Endowment Funds
- g) The University's professional finance management includes an Executive Director and four accounting managers all with professional accounting designations. The ED Finance directs the University's financial operations and practices based on accounting policies that are consistent with Canadian generally accepted accounting principles.
- University Policies**
- E.3 Banking
 - E.6 Expense Claim Regulations
 - E.8 Purchasing
 - E.9 Signing Authority
- h) The CFO, the Executive Director Finance and one of her senior managers prepare quarterly financial reports including budget vs. actual expenditures, financial projections of revenues and expenditures to year-end and financial condition for the Board of Governors. The Finance and Audit Committee Chair approves these quarterly reports and forwards them to the Ministry of Advanced Education and Labour Market Development. The University provides the Board of Governors with
- Board Policy**
- 3.4 Financial Planning/Budgeting
- University Policy**
- Policy E.12 Financial: Annual Expenditure Plan
 - Quarterly financial reports reviewed by the

quarterly financial statements. This began in March 2011.

Chair of the Finance and Audit Committee

The effectiveness of the University's financial planning, financial management & control and financial reporting has over the past 10 years contributed to a strengthened overall financial condition while supporting a significant investment in major capital projects. Audited Financial Statements provide evidence of the effectiveness of financial planning, management & control.

- Quarterly financial statements (new – commencing March 2011)

SPECIFIC POLICY PROVISIONS

Further, the President shall not:

- 1. Expend more funds than have been received in the fiscal year unless the amount can be repaid by certain and otherwise unencumbered revenues within 90 days of the end of the fiscal year.**

PRESIDENT & VICE CHANCELLOR INTERPRETATION

The President must ensure that expenditures do not exceed revenues in any fiscal period unless authorized by the Board of Governors. In the event of an unforeseen deficit, the President must ensure that the Board is informed in a timely manner and that this deficit is addressed either in the subsequent year's budget plan or through a Board Resolution allocating funds from the Board Contingency Fund to said deficit.

RATIONALE

It would be fiscally irresponsible for the University to incur a deficit, as such deficits place unacceptable strain on the institution's operating funds. As well, the Ministry of Advanced Education and Labour Market Development prohibits the University from running a deficit (University Act, 29 (1)). If the institution does so, it must develop and implement a plan to eliminate its deficit. In the absence of significant productivity gains, such plans would reduce the number of students the University could serve and/or result in employee layoffs.

DATA

Monthly and quarterly reports to President, quarterly reports to Minister of Finance and Ministry of Advanced Education (AVED) Accountability Branch, quarterly financial statements presented to the Finance and Audit Committee and the Board, and the annual audit by Board appointed auditors all indicates compliance.

2. Use any contingency funds carried forward from previous years.

PRESIDENT & VICE CHANCELLOR INTERPRETATION

The President may not use any previous years' contingency funds without Board approval.

RATIONALE

A Board resolution prohibits the expenditure of previous years' contingency funds without prior Board approval. As well, often this Board Contingency Fund is committed to capital project funding.

DATA

Regular reports to the President, the annual submission to the Ministry of Finance and the ALMD Accountability Branch, quarterly financial statements provided to the Finance and Audit Committee and the Board, and the annual audit by Board appointed auditors all indicate compliance.

3. Fail to settle payroll and debts in a timely manner.

PRESIDENT & VICE CHANCELLOR INTERPRETATION

Payroll amounts must be accurate and must be paid in a timely manner. Accounts Payable must not be allowed to age inappropriately.

RATIONALE

Employees expect and deserve to be paid what they have earned in a pay period on the next scheduled payday. The reputation of the University depends on it. Moreover, the University depends on the services and goods provided by its suppliers. It is important that KPU maintains good supplier relationships and paying its bills on time supports this.

DATA

Payroll is paid when due. The Audited Financial Statements indicate compliance. In 2010-2011, the average age of accounts payable was 30 days.

4. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.

PRESIDENT & VICE CHANCELLOR INTERPRETATION

Practices must be established to ensure on time, accurate filings and to ensure immediate rectification of any errors.

RATIONALE

Late payment of Government remittances can have significant consequences.

DATA

All government remittances are paid on time. The Audited Financial Statements indicate compliance.

- 5. Make a single purchase of greater than \$200,000 not accounted for in the University Budget without informing the Board at the next scheduled Board meeting. Splitting orders to avoid this limit is not acceptable.**

PRESIDENT & VICE CHANCELLOR INTERPRETATION

The President must inform the Board of any such purchase or commitment at the first available opportunity. Where possible (some circumstances, for example a major fire, may require immediate and unavoidable expenditures or commitments), the President will inform the Board prior to making the purchase or commitment.

RATIONALE

This is an issue of financial accountability. Under Section 27 (1) of the University Act, the Board has fiduciary responsibility for such matters.

DATA

This has not occurred. All expenditures over \$200,000 were part of Board approved budgets or were approved by the Board if they were not part of the University budget. The Public Bodies Report provides a public record of all significant expenditures made by the University.

- 6. Acquire, encumber or dispose of land or buildings.**

PRESIDENT & VICE CHANCELLOR INTERPRETATION

The President may not buy, sell, lease or promise land or buildings as collateral except as approved by the Board and the Ministry.

RATIONALE

Such transactions could materially affect the financial condition of the University and would therefore be at odds with this Executive Limitations Policy. The University Act empowers KPU to buy and sell real property. Section 50 of the University Act also requires KPU to seek and receive permission to buy or sell land and buildings.

Using fixed assets as collateral for loans presupposes that the University incurred either short-term or long-term debt. This would require Board approval although under the University Act (Section 50, (2) (a), KPU is empowered to borrow funds.

DATA

No short-term or long-term debt has been incurred. For all property transactions, Board and Ministry approval has been sought and received.

- 7. Fail to exercise adequate internal controls over receipts and disbursements to avoid unauthorized payments or material dissipation of assets.**

PRESIDENT & VICE CHANCELLOR INTERPRETATION

The President must ensure that systems are in place that provide adequate internal controls over receipts and expenditures. As well, systems must ensure that the University receives best value for its purchases. Finally, disposal of surplus assets must be managed in a way that provides fair value to the University.

RATIONALE

Errors related to unauthorized payments or material dissipation of assets could materially affect the financial condition of the University.

DATA

Internal controls over receipts and disbursements are managed through University policies and through financial control systems managed by the Finance Department in conjunction with Human Resource Services and Purchasing departments. Processes are in place to check invoices and travel claims (University Policies E.3 Banking; E.6 Expense Claims; E.8 Purchasing; and, E.9 Signing Authority). Cheques and online payments are matched to invoices and contracts.

A review of internal controls over receipts and disbursements to determine their adequacy and to identify possible improvements is ongoing. A cash management process review has been completed. Practices have been revised and implemented to address its recommendations. A revision of the University's Signing Authority Policy is has been approved by the Board. Finally, work is being undertaken by the Finance Department to establish an Internal Audit Function, as recommended by the Board's Finance & Audit Committee. A financial process assurance function has been incorporated into a Finance Manager's duties until an internal audit can be funded by the University.

Revisions to the University's online financial reporting system have been completed to improve functionality and to provide more information to unit heads. This includes the implementation of online purchase card reporting. Training has been provided to managers and staff.

Internal controls to address material dissipation of assets are governed by Policy E.8 – Purchasing. It sets out approval processes, signing authority limits, stipulations to ensure that the University receives best value and that bidding processes are fair. Disposal of Surplus Assets is governed by Policy E.7. It ensures that such assets are disposed of through Crown Assets Disposal.

The University will establish an internal audit function, reporting to the Finance & Audit Committee during this fiscal year. An RFP is currently under development.

POLICY

Policy Governance Executive Limitations Evaluation Form

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

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

Discussed at the May 16, 2012 Finance & Audit Committee meeting.

Policy being monitored:

Policy 3.5, Financial Condition and Activities

With respect to the actual, ongoing financial condition and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from board priorities established in Ends policies.

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not:

1. Expend more funds than have been received in the fiscal year to date unless the amount can be repaid by certain, otherwise unencumbered revenues within 90 days of the end of the fiscal year.
2. Use any contingency funds carried forward from previous years.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.
5. Make a single purchase of greater than \$200,000 not accounted for in the University Budget without informing the Board at the next scheduled Board meeting.. Splitting orders to avoid this limit is not acceptable.
6. Acquire, encumber or dispose of land or buildings.
7. Fail to exercise adequate internal controls over receipts and disbursements to avoid unauthorized payments or material dissipation of assets.

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

2. Did the report lay out the President's interpretation of the policy? All Yes No
3. Is the interpretation justified and reasonable? All Yes No

Comments: _____

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

Comments: _____

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

Comments: _____

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

Comments: _____

6. Was it a reasonable rationale? All Yes No

Comments: _____

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

Comments: _____

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

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



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

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

**Regular
19 September 2012
7.5
Shane King**

BOARD ITEM / Finance & Audit Committee

Issue: **First Quarter Financial Report**

For Information: The Finance & Audit Committee reviewed the First Quarter Financial Report at its September 7, 2012 meeting. It was noted that percentages for the current academic year are on target and are similar to last year at this time.

The report is attached for your information.

Kwantlen Polytechnic University
Quarterly Projection of Operating Funds *
For Quarter Ending June 30, 2012

(in thousands)	Annual Budget FY12/13	Quarter ending June 30, 2012	Actual % of Budget FY12/13	Actual % of Budget FY11/12	Projection to March 31, 2013
Revenue:					
Grants	71,215	18,698			71,200
Domestic tuition	36,809	6,333			36,800
International tuition	10,168	2,635			10,200
Access and other fees	4,243	1,101			4,200
Interest, shop earnings and other income	3,640	914			3,600
	<u>126,075</u>	<u>29,681</u>	24%	23%	<u>126,000</u>
Expenses:					
Salaries	86,046	19,582			86,000
Benefits	19,047	4,747			19,000
Salaries and benefits	<u>105,093</u>	<u>24,329</u>	23%	23%	<u>105,000</u>
Travel and professional development	2,251	1,047			2,300
Supplies	3,921	776			3,900
Fees and services	4,767	1,216			4,800
Facilities	5,589	1,326			5,600
Leases, property taxes and insurance	322	117			300
Contributions to Kwantlen Polytechnic Univer	1,000	1,000			1,000
Transfers to other funds	4,600	4,600			4,600
Non-salary expenses	<u>22,450</u>	<u>10,082</u>	45%	42%	<u>22,500</u>
	<u>127,543</u>	<u>34,411</u>	27%	26%	<u>127,500</u>
Excess of revenue over expenses	<u>(1,468)</u>	<u>(4,730)</u>			<u>(1,500)</u>

*** includes Revenue Generating activities**

BOARD ITEM / Finance & Audit Committee

Issue: **Mid-Year Budget Proposal for FY2013**

For Information: The Finance & Audit Committee reviewed the mid-year budget proposal at its September 7, 2012 meeting and recommended it to the Board for approval

The report is attached for your information.

For Approval: **THAT the Board of Governors approve the Mid-Year Budget Proposal for FY 2013.**

Mid- Year Budget Proposal for Current Fiscal Year 2012-13

	FY13	Notes for FY13
Incremental Revenue		
		In FY13, international tuition fees increased by \$40/credit. This increase was not included in the FY13 budget. If international enrolments are at FY12 levels this will generate
International Tuition Fees	\$ 1,013,400	\$1,013,400 (844.5FTE X 30 credits/FTE X \$40).
Incremental Expenses		
AVP International	37,500	Assumption is 3 months
International Student Service Enhancements - salary and benefits	32,813	3 Staff FTE - assumption is 3 months
International Student Recruiting - salary and benefits	60,000	2 International Student Recruiters - assumption is 6 months
International Student Recruiting - non-salary costs	50,000	Assumption is 6 months
Total Incremental Costs	<u>180,313</u>	
Incremental Net Revenue	<u>\$ 833,088</u>	

Ongoing Budget Commitment

Ongoing Commitments	Notes for FY14 and on
	For FY14 and on, we are using the FY12 base of international student fte's for the ongoing incremental tuition to cover the ongoing support required for International students.
\$ 1,013,400	
150,000	AVP International ongoing includes benefits
131,250	3 Staff FTE ongoing @ \$43,750 incl benefits
120,000	2 International Student Recruiters ongoing @ \$60,000 incl benefits
100,000	Full year operating costs
<u>501,250</u>	
<u>\$ 512,150</u>	



Board:
Meeting Date
Schedule No.:
Presented by:

Regular
19 September 2012
9
Alan Davis

BOARD ITEM / President's Report

Issue: **President's Report**

For Information: Attached is the President's Report dated September 12, 2012.

President's Report

September 12th, 2012

This is my first, and rather unusual newsletter to the University community. I am indebted to John McKendry for providing much of the substance of this report with a summary of the summer's activities across the campuses, and I have a few first impressions of my own.

For future Board meetings, a comprehensive summary of the University's activities will be provided to the entire Kwantlen community in order to improve the sharing of information, ideas and opportunities.

My first official day on September 4th coincided with the arrival of our new and returning students. Maybe the terrific weather helped, but everyone I met that first week was excited and optimistic about the semester ahead. The previous week I was able to address meetings of the 7 faculties, and enjoyed very much the first engagement with my new colleagues. It was good to see new faculty who are also starting at Kwantlen, and I hope to connect with all departments in the University in the next 2 weeks.

I have also begun the first round of governance and community meetings, trying not to get too overwhelmed with the scope and complexity of the University, and the opportunity that lies before it.

I have spoken with the Honorable John Yap who was appointed Minister of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism on September 5th, and intend to meet with him shortly to brief him on the role that Kwantlen can play to advance the economic, social and cultural goals of the province.

A number of other new administrators begin work at Kwantlen this September.

The Dean, Trades & Technology, Henry Reiser returns to BC from Lambton College in Ontario.

The Dean, Science & Horticulture, Dr. Elizabeth (Betty) Worobec will join the University on September 24th, coming from the University of Manitoba.

Dr. Diane Purvey joined the University on August 1st as the first Dean of Arts. Diane comes to the University from Thompson Rivers University.

With the resignation of Arthur Coren, Wayne Tebb moves from Trades & Technology where he has served as Dean pro tem for the past two years, contributing a great deal to that Faculty when stability and leadership were much needed, and assumes the

position of Dean pro tem of the School of Business. Wayne served as Associate Dean of the School of Business prior to taking up his responsibilities with the Faculty of Trades & Technology.

2 other interim appointments have resulted from the departure in August of Dr. Anne Lavack:

- Provost & VPA *pro tem* – Gordon Lee
- VP, Fin & Administration *pro tem* – Harry Gray

The departure of Jody Gordon to UFV has provided the opportunity for an organizational review of the Student Life unit, including the move of the Learning Centres to the Library.

Two other administrative searches are underway or imminent:

- Exec Director, Learning & Teaching Design Office
- AVP, International Education

Alan Davis
President and Vice Chancellor



Board:
Meeting Date
Schedule No.:
Presented by:

Regular
19 September 2012
9.1
Alan Davis

BOARD ITEM / President's Report

Issue: **President's Goals for Year One**

For Information: Attached are the President's annual goals for September 2012 to June 2013.

Alan Davis, President and Vice Chancellor

Annual Goals for September 2012 to June 2013

1. Strategic Plan:

- a. Develop a process according to the timeline in the Board Manual, section 15
- b. Present regular updates to Board and engage the Board as appropriate
- c. Deliver the final 5-year, rolling plan for approval in June, 2013

Measure: plan approved by the Board

2. Academic Plan: with the Provost ensure that the process for the Academic Plan is well underway to address the goals of the Strategic Plan and includes:

- a. An Enrollment Management Plan
- b. An approach to Professional and Continuing Education
- c. A strategy for the development of Teaching and Learning, including the use of technology
- d. New program options for the polytechnic university

Measure: process and outline of the plan approved by Senate

3. External Relations:

- a. Establish good working relationships with key provincial and local government leaders in order to clarify our mission and mandate and advocate for equitable funding
- b. Through the installation celebrations and various other events and meetings, establish relationships with community leaders, and “map” the key influencers for Kwantlen
- c. Develop a working relationship with SFU Surrey and with BCAIU colleagues

Measure: level of awareness among key influencers has increased, as assessed by the Board

4. Students:

- a. Assess the role of the President in developing formal and informal relationships with students and student groups, and develop a strategy accordingly

Measure: improved key student satisfaction responses

5. Internal Climate:

- a. Build the senior administration into a high performing team
- b. Develop a strong and effective working relationship with Senate
- c. Analyse the 2011 staff climate survey and respond accordingly

Measure: improved responses in the March 2013 staff climate survey

BOARD ITEM / President's Report

Issue: **Strategic Planning Update**

For Discussion: Attached is the draft Strategic Planning Process 2013/14 to 2017/18.

Kwantlen Polytechnic University

2013/14 to 2017/18 Strategic Planning Process

OBJECTIVES

- To create a strategic plan by April 2013 for review of Senate in May 2013 and approval by the Board of Governors¹ in June 2013.
- To build a strategic plan that addresses the needs of Kwantlen's students and region and establishes a foundation for long-term success for the University.
- To develop a strategic plan that has the enthusiastic support and commitment of a broad majority of faculty, staff and administrators.

GUIDING PRINCIPLES

- The process builds on previous planning work at KPU. There are several planning documents² that are still relevant and will inform the strategic plan.
- The process is consultative and inclusive inviting input from faculty, staff and administrators within academic, student and administrative units and uses feedback loops to inform the plan's development at various stages.
- The process takes into account external issues and trends in higher education and builds on existing strengths.
- The plan is tested against different possible futures (i.e. the Kwantlen scenarios) to position the University for long-term success.

ASSUMPTIONS

1. We're planning for the next 5 years: 2013/14 to 2017/18.
2. We need to have a strategic plan to the Board.
3. Our strategic plan will inform the academic plan and other operational plans.
4. We have agreed-upon statements of mission, mandate, vision and commitments.
5. This planning process will be an iterative one with annual reviews and adjustments; it doesn't have to be perfect this year.
6. Our legislated mandate will not change.
7. We are a largely undergraduate, teaching-intensive, polytechnic university.
8. Our funding from government will likely remain flat during the 2013/14-2017/18 planning period.
9. Our ability to grow as an institution is limited given our current delivery model.
10. There are no major publicly-funded capital projects in our near future.
11. AVED FTE targets in Health and Developmental programs must be met or exceeded within the next 4 years.
12. International student enrolments are to increase by 50% by 2015/16.

¹ See Appendix A: Section 15(Strategic Planning) of the Board Governance Manual

² See Appendix B: Inventory of Kwantlen Planning-Related Documents

TIMELINE

Phase I:	Getting Organized	<i>September</i>
Phase II:	Strategic Themes and Goals	<i>October to November</i>
Phase III:	Strategy Development	<i>December to January</i>
Phase IV:	Future-proofing the Strategic Plan	<i>February to June</i>
Phase V:	Implementation of the Strategic Plan	<i>July onward</i>
Phase VI:	Action Plan	

The communication strategy will ensure that stakeholders are well informed at the various stages of the planning process.

Phase I: Getting Organized

- Communicating the importance of strategic planning for the future of the University and showing enthusiasm for working with existing planning documents.
- Establishing the Strategic Planning Task Force (SPTF).
- Designing process, logistics, communications strategy, etc.

Phase II: Strategic Themes and Goals

- Institutional Analysis and Planning distills previous planning documents. The University Executive (UE) crafts goals around strategic themes.
- Townhalls are held on each campus to obtain feedback on strategic themes and goals from stakeholders.
- SPTF receives the feedback generated in the townhalls and recommends adjustments to the strategic themes and goals.
- Final strategic themes and goals are communicated to stakeholders (including the Board and Senate).

Phase III: Strategy Development

- The UE proposes strategies to achieve each goal.
- Townhalls are held on each campus to obtain feedback on the strategies.
- SPTF receives the feedback generated in the townhalls and recommend adjustments to strategy.
- The final document which includes: Vision, Mission, Values, Planning Assumptions, Strategic Direction, Goals, and Strategies, is shared with stakeholders.

Phase IV: Future-Proofing the Strategic Plan

- The SPTF and UE use the Kwantlen scenarios to test the strategic plan against different possible futures.
- Adjustments are made to the strategic plan as necessary.
- The plan goes to Senate on May 27th.
- The Board receives the proposed strategic plan on June 12th.

Phase V: Implementation of the Strategic Plan

- UE and SCPC design the implementation plan and the accountability framework for the strategic plan. The group will determine: what success looks like for each goal in a polytechnic university that serves regional needs, the sequencing of goals, the steps for goal implementation, the metrics for the goals, the time frame for implementation, who needs to be involved in each step, and identifies hurdles to overcome to achieve the goals.
- Clear lines of accountability are established (i.e. clear responsibilities, authority, and the status information for which a person receives rewards or sanctions). Accountability requires positive and negative consequences. What will they be? Should there be guiding principles for accountability established?
- Reporting cycles are established and ways of ensuring that the day-to-day decisions are aligned with strategy are explored.

Phase VI: Action Plan

- Units develop detailed operational plans that coordinate multiple resources required within time and cost constraints. The plans describe how resources are to be used in pursuit of the University’s goals.
- A report card to demonstrate achievements of the strategic plan is developed. This is reviewed annually and is used to identify any adjustments that need to be made to the strategic plan.

STRATEGIC PLANNING TASK FORCE (SPTF)

Role:

- The SPTF ensures the voice of stakeholders is heard and included in the strategic plan.
- The SPTF streamlines the existing Mission and Mandate and Vision and Commitments statements.
- The SPTF tests the robustness of strategies using the Kwantlen scenarios.
- The SPTF sets guiding principles for accountability and designs the implementation and accountability framework for the strategic plan.

Proposed Composition:

President (Chair)
Provost or AVP Academic
AVP Student
Director of Institutional Analysis and Planning
1 Dean
1 Librarian

Professional Staff
1 faculty member elected from each Faculty (7 in total)
2 students, one elected from the KSA and one from President’s Ambassadorial Team
1 Alumni
1 KFA
1 BCGEU

Appendix A: Section 15 (Strategic Planning) of the Board Governance Manual

The Board of Governors requires that the strategic planning process at Kwantlen have the following characteristics (Board Manual, Section 15):

- Involves adequate consultation with key stakeholders,
- Board is briefed at various stages of the planning process,
- Senate must play an advisory role and must provide feedback,
- Board must be advised re: proposed involvement of Senate and other key stakeholders,
- Prior to strategic plan development, senior leadership meets with Board to review external challenges and opportunities as well as internal strengths and weaknesses,
- Board provides feedback on draft strategic plan,
- Annual review with adjustments made as necessary to the strategic plan,
- Rolling operating and capital plans with annual operating and capital budgets are to be developed, and
- Board and Senior Leadership will determine a set of key performance measures for Kwantlen.

Appendix B: Inventory of Kwantlen Planning-Related Documents

Institutional Planning Documents:

Creating Our Future (2008)
Mission and Mandate (2009)
Vision and Commitments (2011)
Deans' Prioritization of Commitments (spring 2011)
Understanding Our Environment Workshop (fall 2011)
Academic Priorities established by the Academic Planning and Priorities Committee of Senate (spring 2012)
Scenario Planning (summer 2012)
Foundation of Excellence (summer 2012)
Institutional Accountability Plan and Report (Service Plan, annual)

Background Documents:

University Act (2008) – Functions and Duties of a Special Purpose University Excerpt
What is a Polytechnic? (fall 2011)
Enrolment Planning with Faculty targets meetings (summer 2012)

Board Governance Manual – Strategic Planning framework and timeline (fall 2012 – waiting for Board approval)
Institutional Budget Priorities (annual)
Environmental Scan (2011)
Budget Letter (annual)
Government Letter of Expectations (annual)

Area specific Planning Documents:

ORS Strategic Research Plan (2008)
Internationalization Advisory Committee Report (fall 2011)
Faculty-level Retention Strategies presented to Provost (spring 2012)
Faculty level Accountability Measures data (fall 2012)
Faculty level mini strategic plans (spring 2012)
Communication and Mobile Strategy Task Force (commencing fall 2012)

BOARD ITEM / Board/Senate Task Force on Bi-cameral Governance

Issue: Protocol for Development of Policies and Procedures

For Information: After a final review of the attached procedures related to the *Protocol for Development of Policies and Procedures Policy (E4)*, the Task Force agreed to take it to their respective governance bodies for approval. It will be on the Senate agenda at its September 24, 2012 meeting.

Revisions to the procedures reduce the number of steps for policy development and approval from 34 steps to 7 steps. Corollary changes to the procedures have occurred as a result of this.

Attached is a clean copy of the procedures, as well as a track changes version.

For Approval: **THAT the Board of Governors approve revisions to the procedures of the *Protocol for Development of Policies and Procedures Policy (E4)*.**

	Procedure History
Policy No. BD 010 (E4)	Revised: 2 October 2003 21 January 2010
Approving Jurisdiction Board of Governors / Senate / President	Reviewed:
Signed By	Effective: 2 March 1988
Administrative Responsibility President	Approved: 2 March 1988

Protocol for the Development of University Policies & Procedures

Procedures

DEFINITIONS

POLICY DEFINITION AND ROLE:

A Policy is a concise, formal statement of principles that indicates how the University will act in a particular area of operation.

A Policy addresses broad issues and, since it includes statements of principles, should serve an organization over an extended period of time without the need for frequent review or change.

A Policy requires formal approval at the highest level of the University's Board, Senate or President's Office authority and is binding on all members of the University.

It is the role of Policy to:

- Address issues of broad concern to the University
- Translate values into operating principles and Procedures
- Ensure compliance with legal and other regulatory requirements
- Improve the management of risk
- Enhance achievement of the University's mission
- Enhance operational efficiency
- Set standards, mandate action or restraints

Policies address issues of legal or financial risk to the University. Statements relating to the operation of specific units at the University are called Guidelines and do not fall under the definition of University policies and procedures.

Policy is normally supported by, and implemented through, Procedures. This Policy Protocol is structured such that a Policy and its attendant Procedures will be developed jointly but as separate, linked documents. This separation, as outlined in another part of this document, will permit Procedures to be updated regularly to reflect various organizational and external changes without, necessarily, requiring review of the Policy and its underlying principles.

PROCEDURE DEFINITION AND ROLE

Procedures are specific steps required to implement a Policy. Procedures communicate acceptable practice, set boundaries and establish who is responsible for any required action.

Procedures, by their nature, must reflect the current organizational structure and regulatory framework of the University. Procedures will need to be reviewed and updated more frequently than Policies in order to ensure that the Procedures reflect the most current organizational structure, regulatory framework and any other relevant changes in circumstances.

PROCEDURES

The Procedures that follow have been organized under the following headings:

- Policy Authority and Classification
- Office of Policy Co-ordination
- Policy Development or Amendment
- Procedures Development or Amendment
- Policy and Procedures Templates
- Policy Review
- Policy Compliance
- Legal Review
- Issues Not Addressed in Policy

Policy Authority and Classification

Policies will be classified into one of four categories or jurisdictions, based on the role of each jurisdiction as determined by the University Act and other pertinent regulations:

1. Board of Governors: Policies related to Board self-governance

2. Board of Governors: Board Policies not related to self-governance
3. Senate
4. Office of the President (University Administration)

The Board of Governors and Senate will develop new and review existing Policies in accordance with the respective powers and duties of each as set out in the University Act as well as any other Policies that the University might determine are best handled by one of these bodies. The Office of the President develops Policies that fall outside of the jurisdiction of the Board of Governors and Senate.

Office of Policy Co-ordination

The “Office of Policy Co-ordination” is staffed by University personnel. At the present time, this is equivalent to the University Secretariat.

The Office will be responsible for co-coordinating the development and review of Policies. More specifically, the Office will carry out the following functions:

1. Maintain the master, official record of all Policies; each official Policy will be posted online and there will be only one online version.
2. Act as the University’s official Policy holder; all new Policies and changes to existing Policies will be controlled through this office.
3. Act as the designated office to receive “Request for New Policy or Modifications to Existing Policy” document.
4. Provide advice regarding the determination of Policy classification between the jurisdictions of the Board (self-governance, others not relating to self-governance), Senate, and Office of the President.
5. Maintain a log to determine the status of Policy development/modification and monitor timelines to ensure that Policy issues are being handled expeditiously.
6. Bring information about delays or non-action to the attention of the person with administrative responsibility for the Policy within each of the jurisdictions for their follow-up.
7. Arrange distribution of draft Policies through appropriate internal media and directly to particular groups and individuals.
8. Ensure that all new and revised Policies have followed the required processes including appropriate approvals and signatures within each of the respective jurisdictions.
9. Serve Notice of Motion on behalf of each of the jurisdictions prior to final approval.
10. Maintain an online policy register of existing Policies and their review dates, and monitor the review process to ensure that action is taken in a timely manner.
11. Attend Senate and Senate Standing Committee meetings where policy development matters are discussed.

Policy Development or Amendment

The procedural steps for policy development or amendment at the University are provided below. The subsequent diagram visually represents these steps.

1. Individuals, bodies, or groups who perceive the need for the development/amendment of a policy must submit a formal request to the University Secretariat using the formal attached forms. The President, the Provost and/or the Vice President Administration (Policy Sponsors) will review requests to determine merit.
2. If there is merit to the request, the Policy Sponsor(s) will identify an appropriate University Officer to assume full responsibility for the development/amendment of a policy. Unapproved request(s) will be logged and archived in the online policy register, which is available to the University community.

Development

3. The University Officer will carry out all tasks relating to the development/amendment of the policy. S/he will conduct research, internal/external consultation, and all other review processes that are deemed necessary. A policy will be developed in a standard format as prescribed by the official templates provided by the University Secretariat.
4. The University Officer will make amendments/revise drafts where necessary, and must seek endorsement from the Policy Sponsor(s), as appropriate.
5. The University Officer will submit the draft policy to the University Secretariat for a six (6) week online public posting period, where comments and feedback will be published online. It is during this six-week public posting period that the entire University Community, as well as the Senate Standing Committee on Policy Review and/or other appropriate Senate Standing Committee(s), are expected to review the policy and provide feedback or substantive input. Subsequent drafts of the policy will include an accompanying page discussing the comments and feedback received, and will explain how the policy was modified in response to the feedback.

Review & Approval

6. The University Officer will present the draft policy to the Provost or Vice President Administration, who will submit it to the appropriate governance bodies for review and approval, via the Secretariat. The appropriate governance bodies are as follows:

- a. Academic Policies:
 - i. Senate Standing Committee on Policy Review and/or appropriate Senate Standing Committee(s)
 - ii. Senate (and Board as required by the Act)

- b. Administrative Policies:
 - i. President's University Executive
 - ii. President (and Board as required by the Act)

If substantive changes are required at any point in the development and/or review and approval stage, the draft policy will be returned to the University Officer for further amendment. The draft policy must undergo all necessary steps as prescribed in the development, review, and approval phases before proceeding to the final approval phase.

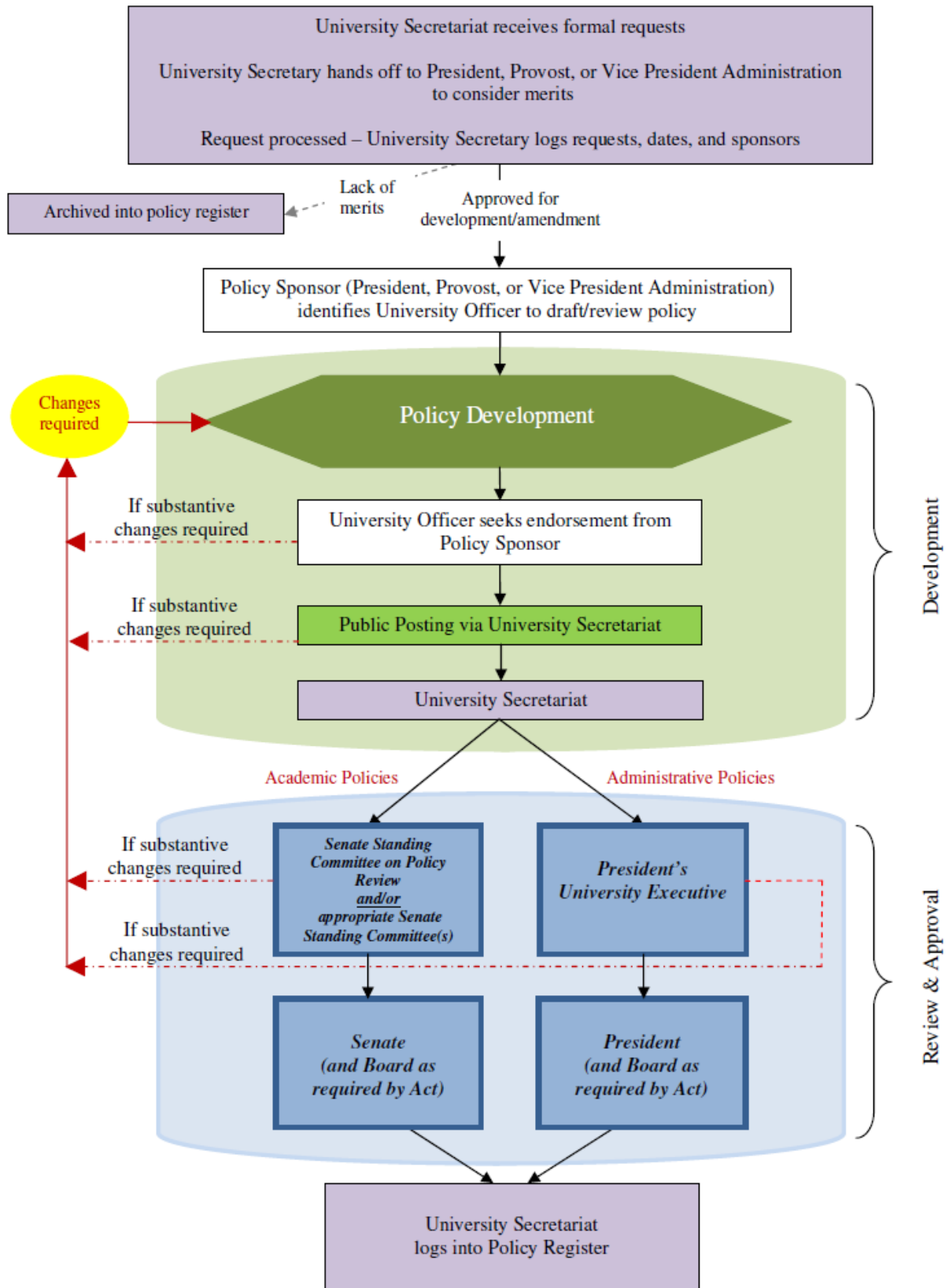
Final Approval

7. Once a policy has been approved by its appropriate governance bodies, an approved copy is forwarded to the University Secretariat. The University Secretariat will log the new/amended policy into the policy register, will be responsible for assigning a classification code to the new/amended policy, and will post it on the policy website.

Limits:

This policy protocol does not apply to policies developed by the Board of Governors in relation to its governance. Policy development and review will be on hiatus in July and August (black-out period).

Protocol for Policy Development or Amendment of Academic and Administrative Policies



Procedures Development or Amendment

The intent of this section of the Policy Protocol is to acknowledge the important role that Procedures play in ensuring the implementation of Policy but, at the same time, to recognize that the University requires a more flexible process for amending Procedures than is required for Policies. Policy development and amendment focuses on major, principle-driven issues which should endure over time. Procedures, on the other hand, need to reflect the organizational structure and processes of the University as well as external factors, and these are expected to change fairly regularly. When changes to Procedures are warranted, it should not be necessary to subject the entire Policy to a review.

1. Procedures for new Policies are normally developed at the same time as the related Policy.
2. It is expected that the review carried out by the Board, Senate or President will focus on Policy issues rather than Procedural matters.
3. The University designates the Sponsor to approve the Procedures accompanying each Policy in order to provide assurance that the Procedures are appropriate, complete and have been reviewed by the necessary parties.
4. Subsequent amendments to existing Procedures that do not impact on the Policy and its underlying principles may be made at the discretion of the appropriate person with Administrative responsibility and with the approval of the President.
5. Changes to Procedures are forwarded to the Office of Policy Co-ordination, which ensures that the change in Procedures is logged and that notice is provided to the University community.

Policy and Procedures Templates

Two templates have been developed to recognize the separation between Policies and Procedures:

- Exhibit B provides a revised Policy Template.
- Exhibit C provides a Procedures Template.

These templates separate Policies from Procedures.

Policy Review

The University will implement a formal, periodic review of its Policies, which will ensure that all Policies are reviewed according to the following Procedures:

- Each Policy will be reviewed at least every five years on a rotating basis, according to a schedule maintained by the Office of Policy Co-ordination

- The review will be co-ordinated through the Office of Policy Co-ordination which will provide notice to the appropriate University Officer.
- A review will comprise the following steps:
 - the review will be carried out under the direction of the appropriate University Officer (normally through the position responsible for developing the original Policy) and completed within 3 months after the review date as determined by the Office of Policy Co-ordination
 - the Office of Policy Co-ordination will notify the University community that the review is taking place through the University Policy web-site. Processes for contacting the reviewer and due dates for comments will be published
 - the reviewer will ensure a complete review by scanning for new data, legislation, etc. that impacts on the Policy, interviewing key University personnel about how well the Policy has worked, reviewing information provided by other members of the University community, etc.
 - if it is determined that a Policy revision is required then the processes outlined in the “Policy Development or Amendment” section above will be followed

If and when resources become available, consideration should be given to instituting random Policy audits to ensure that Policies are being followed, are being correctly interpreted and are being applied consistently. This function is most appropriately carried out through the office of an internal auditor, a position that has not yet been created at Kwantlen.

Policy Compliance

The Procedures attached to each Policy should include a section on compliance outlining the specific consequences of non-compliance.

Legal Review

The University recognizes the importance of a legal review of certain Policies presenting significant financial and/or legal risks and supports funding for a legal review where circumstances warrant such a review.

A request for a legal review can be initiated by the approving jurisdiction as outlined in a separate section of this Protocol, but must be approved by the President or his/her designate.

Issues Not Addressed In Policy

From time to time significant issues may arise that are not addressed by any of the University's current Policies but that may have broad implications commensurate with those normally addressed by University Policy. While the issues may, ultimately, lead to the development of new Policy, it is understood that, in order to resolve issues in a timely fashion, the President, in keeping with the responsibilities of his or her position, has the authority, after appropriate consultation, to make decisions to resolve such matters.

RELATED POLICY

Refer to Protocol for the Development of University Policies / Policy BD010 (E4)



EXHIBIT A

	Policy History
Policy No.	Revised:
Approving Jurisdiction	Reviewed:
Signed By	Effective:
Administrative Responsibility	Approved:

Request for new Policy or modifications to existing Policy form

NEW / MODIFICATION OF POLICY

Request for new Policy _____

OR

Request for modification of existing Policy _____

OR

Request for modification of existing procedure _____

OR

Request for modification of existing Policy to departmental practice/elimination/consolidation, etc. _____

RATIONALE

Describe why a new Policy or a modification of an existing Policy is required. Provide as much specific information as you can, discussions with others, etc.:

IMPLICATIONS

Describe the consequences of not developing a new Policy or modifying an existing Policy:

CONTACT INFORMATION

<i>Name (please print)</i>	
<i>Department</i>	
<i>Phone</i>	
<i>Email</i>	
<i>Signature</i>	
<i>Date</i>	

COMMENTS

Office of Policy Co-ordination

Jurisdiction Head

Jurisdiction Head (Signature)

Policy Template



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Policy History	
Policy No.	Revised:
Approving Jurisdiction	Reviewed:
Signed By	Effective:
Administrative Responsibility	Approved:

POLICY NAME

CONTEXT AND PURPOSE

SCOPE AND LIMITS

STATEMENT OF POLICY PRINCIPLES

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

RELATED PROCEDURES

Refer to Procedure XXX

Procedure Template



Procedure History	
Procedure No.	Revised:
Approving Jurisdiction	Reviewed:
Signed By	Effective:
Administrative Responsibility	Approved:

PROCEDURE NAME

DEFINITIONS

PROCEDURES

RELATED POLICY

Refer to Policy XXX



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Policy context

Policy name:

Policy number:

Approving jurisdiction (board, senate, president):

Context:

If a new Policy, describe the issues that have led to the need for a Policy.

If a modification of an existing Policy, describe the issues that have arisen to justify the need for a modification; provide a history of the development and revision of the Policy and its related Procedures

Process:

Describe the process that has been used to develop/modify the Policy: research internal to the organization, meetings with individuals and groups, identification of best practices, process to review, etc.

Recommendation from person with administrative responsibility:

	Procedure History
Policy No. BD 010 (E4)	Revised: 2 October 2003 21 January 2010
Approving Jurisdiction Board of Governors / Senate / President	Reviewed:
Signed By	Effective: 2 March 1988
Administrative Responsibility President	Approved: 2 March 1988

Protocol for the Development of University Policies & Procedures

Procedures

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It is the role of Policy to:

- Address issues of broad concern to the University
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- Ensure compliance with legal and other regulatory requirements
- Improve the management of risk
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Policies address issues of legal or financial risk to the University. Statements relating to the operation of specific units at the University are called Guidelines and do not fall under the definition of University policies and procedures.

Policy is normally supported by, and implemented through, Procedures. This Policy Protocol is structured such that a Policy and its attendant Procedures will be developed jointly but as separate, linked documents. This separation, as outlined in another part of this document, will permit Procedures to be updated regularly to reflect various organizational and external changes without, necessarily, requiring review of the Policy and its underlying principles.

PROCEDURE DEFINITION AND ROLE

Procedures are specific steps required to implement a Policy. Procedures communicate acceptable practice, set boundaries and establish who is responsible for any required action.

Procedures, by their nature, must reflect the current organizational structure and regulatory framework of the University. Procedures will need to be reviewed and updated more frequently than Policies in order to ensure that the Procedures reflect the most current organizational structure, regulatory framework and any other relevant changes in circumstances.

PROCEDURES

The Procedures that follow have been organized under the following headings:

- Policy Authority and Classification
- Office of Policy Co-ordination
- Policy Development or Amendment
- ~~Procedures Development or Amendment~~
- Policy and Procedures Templates
- ~~Policy Promulgation~~
- Policy Review
- Policy Compliance
- ~~Policy Modification to Departmental Practices or for Elimination~~
- Legal Review
- Issues Not Addressed in Policy

Policy Authority and Classification

Policies will be classified into one of four categories or jurisdictions, based on the role of each jurisdiction as determined by the University Act and other pertinent regulations:

1. Board of Governors: Policies related to Board self-governance
2. Board of Governors: Board Policies not related to self-governance
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4. Office of the President (University Administration)

The Board of Governors and Senate will develop new and review existing Policies in accordance with the respective powers and duties of each as set out in the University Act as well as any other Policies that the University might determine are best handled by one of these bodies. The Office of the President develops Policies that fall outside of the jurisdiction of the Board of Governors and Senate.

Office of Policy Co-ordination

The University will designate a function “Office of Policy Co-ordination” staffed by University personnel. At the present time, this is equivalent to the University Secretariat.

The Office will be responsible for co-ordinating the development and review of Policies ~~and for providing overall management and promulgation of the Policies and related Procedures.~~ More specifically, the Office will carry out the following functions:

1. Maintain the master, official record of all Policies; each official Policy will be posted online and there will be only one online version
2. Act as the University’s official Policy holder; all new Policies and changes to existing Policies will be controlled through this office
3. Act as the designated office to receive “Request for New Policy or Modifications to Existing Policy” document
4. Provide advice regarding the determination of Policy classification between the jurisdictions of the Board (self-governance, others not relating to self-governance), Senate, Office of the President
5. Maintain a log to determine the status of Policy development/modification and monitor timelines to ensure that Policy issues are being handled expeditiously
6. Bring information about delays or non-action to the attention of the person with administrative responsibility for the Policy within each of the jurisdictions for their follow-up
7. Arrange distribution of draft Policies through appropriate internal media and directly to particular groups and individuals
8. Ensure that all new and revised Policies have followed the required processes including appropriate approvals and signatures within each of the respective jurisdictions

9. Serve Notice of Motion on behalf of each of the jurisdictions prior to final approval
10. Maintain a log of Policies to be reviewed and monitor the review process to ensure that action is taken
- ~~10.11.~~ Attend Senate and Senate Standing Committee meetings where policy development matters are discussed.

~~Policy Development or Amendment~~

~~This section outlines a common set of Development/Amendment Procedures for all Policies relating to the operation of the University that are under the jurisdiction of the Board, the Senate and/or the President.~~

PROTOCOL FOR POLICY DEVELOPMENT OR AMENDMENT

- ~~1. The Office of Policy Co-ordination acts as the University's body to ensure that the proper processes are followed for developing or amending Policies; the Office will also act as the official Policy holder.~~
- ~~2. The development of new Policies or the review of existing Policies under the three jurisdictional authorities of the University may be initiated by member(s) of the University community as befits their roles and responsibilities. Students, faculty and staff may initiate requests relating to Policies under the jurisdiction of Senate and the President. Members of the Board may initiate requests relating to Policies under the jurisdiction of the Board. Senate may also initiate requests to the Board for Policy development and review under Board jurisdiction if the proposed or existing Policy directly relates to academic matters.~~
- ~~3. Any request for a new Policy or review of an existing Policy must be documented on a "Request for New Policy or Modifications to Existing Policy" form, attached as Exhibit A, available from the Office of Policy Co-ordination.~~
- ~~4. The "Request..." form must be forwarded to the Office of Policy Co-ordination; the Office will log the form and recommend the appropriate jurisdiction for handling the request.~~
- ~~5. The Office of Policy Co-ordination forwards the "Request..." form to the appropriate jurisdiction head (Chair of the Board, Chair of Senate, President or their designate) for assessment. If the jurisdictional head determines that there is merit in the proposal proceeding to the next stage, he or she will sign the document, conferring official status.~~
- ~~6. Each jurisdiction determines the body or individual who will be responsible for sponsoring the development or review of the Policy and related Procedures (henceforth referred to as "Sponsor")~~

- ~~7. The Sponsor determines who will carry out the actual work of developing and writing the Policy. (henceforth referred to as "Writer")~~
- ~~8. The Writer should possess the skills and knowledge for this task including skills both in the development of broad Policy as well as the articulation of related Procedures; in some cases, these tasks may be split between two individuals who, nevertheless, would work in co-ordination to ensure coherency between the Policy and Procedures documents.~~
- ~~9. Each Policy is developed in two separate but linked documents:
(A) Policy document
(B) Procedures document.~~
- ~~10. A common "Policy Template" and "Procedures Template" is used for all University Policies, regardless of jurisdiction (Policy and Procedures Templates are provided in this document as Exhibits B and C).~~
- ~~11. Each proposed Policy, whether new or revised, is accompanied by a document that will provide a context for the Policy or its revision including such information as: issues raised by the Policy (or its absence), history of the Policy and any changes, summary of best practices from other institutions, rationale and recommendation (Context template is attached as Exhibit D).~~
- ~~12. There may be instances where it is necessary to obtain a legal opinion on a proposed Policy and its related Procedures. The overseer initiates a request for a legal opinion. Authority to approve a request for a legal opinion can only be granted by the President or his designate.~~
- ~~13. The Sponsor reviews the draft documents and, where necessary or desirable, arranges for other jurisdictions to review the draft.~~

~~14. REVIEW PROCESSES (UNIQUE TO EACH JURISDICTION)~~

POLICIES UNDER JURISDICTION OF THE BOARD	POLICIES UNDER JURISDICTION OF THE SENATE	POLICIES UNDER JURISDICTION OF THE PRESIDENT
<p>14 (a) Draft Policies and Procedures under the jurisdiction of the Board and relating to educational matters are reviewed by Senate through the Senate Standing Committee on Policy Articulation.</p> <p>14 (b) Depending on the issue addressed in the Policy and in accordance with the University Act, Senate may have the role of ‘advising’ or ‘recommending’.</p> <p>14 (c) After Senate review, draft Policies and Procedures are reviewed by the President or delegate</p> <p>14 (d) Any comments and suggestions for alteration by Senate or the President or delegate are documented in writing and referred to the Board for their consideration.</p>	<p>14 (a) Draft Policies and Procedures under the jurisdiction of Senate are reviewed by the President</p> <p>14 (b) Any comments and suggestions for alteration by the President are documented in writing and referred to the Senate Standing Committee on Policy Articulation for their consideration.</p>	<p>14 (a) Draft Policies and Procedures under the jurisdiction of the President and relating to educational matters are reviewed by Senate through the Senate Standing Committee on Policy Articulation</p> <p>14 (b) Any comments and suggestions from Senate are documented in writing and referred to the President for their consideration</p>

~~15. The Sponsor reviews the suggested changes and arranges for the preparation of a revised draft Policy and Procedures~~

~~16. Writer prepares revised draft~~

~~17. The Sponsor presents the revised draft to the appropriate jurisdiction body for their review and preliminary approval~~

~~18. While Procedures to support each Policy will be provided to each of the jurisdictions, the intent is that the jurisdictional bodies (Board, Senate, President’s Office) concentrate their reviews on the principles contained within each Policy and that the accompanying Procedures be received for information but not reviewed in detail.~~

~~19. The head of the appropriate jurisdiction approves the distribution of the draft Policy and process for review and comment by the appropriate sectors of the University community~~

- ~~20. The Office of Policy Co-ordination ensures that draft Policies are appropriately distributed including a timeframe within which responses must be received.~~
- ~~21. The University community responds to the request for review and comment and forwards these to the Office of Policy Co-ordination.~~
- ~~22. The Office of Policy Co-ordination receives the responses from the University community and forwards to the Sponsor.~~
- ~~23. The Sponsor reviews the comments and determines the scope of the modifications.~~
- ~~24. The writer makes the appropriate changes to the Policy and/or Procedures.~~
- ~~25. The revised draft is presented to the appropriate jurisdiction body by the Sponsor.~~
- ~~26. The jurisdiction body reviews the draft and either requests further changes or approves the draft.~~
- ~~27. The Office of Policy Co-ordination ensures that a copy of the draft, along with a "Notice of Motion" is circulated to the University community prior to final approval by the appropriate jurisdiction body.~~
- ~~28. The Notice of Motion, including a link to the draft Policy, is posted electronically on the Kwantlen Communicator and myKwantlen student system with a timeframe within which responses must be received.~~
- ~~29. The University community responds to the Notion of Motion and comments, if any, are forwarded to the Office of Policy Co-ordination.~~
- ~~30. The Office of Policy Co-ordination receives the responses from the University community and forwards to the Sponsor.~~
- ~~31. The Sponsor reviews the comments, if any, determines the scope of the modifications and arranges for the writer to make the appropriate changes to the Policy and/or Procedures.~~
- ~~32. A draft Policy may be approved notwithstanding that it is amended after Notice of Motion is posted, provided the jurisdiction approving the Policy considers that the nature of the amendments are minor and do not warrant delaying of the Policy by issuing a further Notice of Motion regarding the amended Policy.~~
- ~~33. Once approved by the appropriate jurisdiction, the Jurisdiction Head signs off on the Policy, in a space provided for that purpose, and forwards the signed copy to the Office of Policy Co-ordination; the original signed copy remains on file in the Office of Policy Co-ordination.~~
- ~~34. The Office of Policy Co-ordination is responsible for ensuring that the Policy and related Procedures are officially entered in the University's master Policy document web-site.~~

~~35. The Office of Policy Co-ordination is responsible for ensuring that the final, approved Policies and related Procedures are distributed to the appropriate University bodies and individuals as outlined in a separate section of this document.~~

Protocol for Policy Development or Amendment of Academic and Administrative Policies

1. Individuals, bodies, or groups who perceive the need for the development/amendment of a policy must submit a formal request to the University Secretariat using the formal attached forms. The President, the Provost and/or the Vice President Administration (Policy Sponsors) will review requests to determine merit.
2. If there is merit to the request, the Policy Sponsor(s) will identify an appropriate University Officer to assume full responsibility for the development/amendment of a policy. Unapproved request(s) will be logged and archived in the online policy register, which is available to the University community.

Development

3. The University Officer will carry out all tasks relating to the development/amendment of the policy. S/he will conduct research, internal/external consultation, and all other review processes that are deemed necessary. A policy will be developed in a standard format as prescribed by the official templates provided by the University Secretariat.
4. The University Officer will make amendments/revise drafts where necessary, and must seek endorsement from the Policy Sponsor(s), as appropriate.
5. The University Officer will submit the draft policy to the University Secretariat for a six (6) week online public posting period, where comments and feedback will be published online. It is during this six-week public posting period that the entire University Community, as well as the Senate Standing Committee on Policy Review and/or other appropriate Senate Standing Committee(s), are expected to review the policy and provide feedback or substantive input. Subsequent drafts of the policy will include an accompanying page discussing the comments and feedback received, and will explain how the policy was modified in response to the feedback.

Review & Approval

6. The University Officer will present the draft policy to the Provost or Vice President Administration, who will submit it to the appropriate governance bodies for review and approval, via the Secretariat. The appropriate governance bodies are as follows:
 - a. Academic Policies:
 - i. Senate Standing Committee on Policy Review and/or appropriate Senate Standing Committee(s)
 - ii. Senate (and Board as required by the Act)
 - b. Administrative Policies:
 - i. President's University Executive
 - ii. President (and Board as required by the Act)

If substantive changes are required at any point in the development and/or review and approval stage, the draft policy will be returned to the University Officer for further amendment. The draft policy must undergo all necessary steps as prescribed in the development, review, and approval phases before proceeding to the final approval phase.

Final Approval

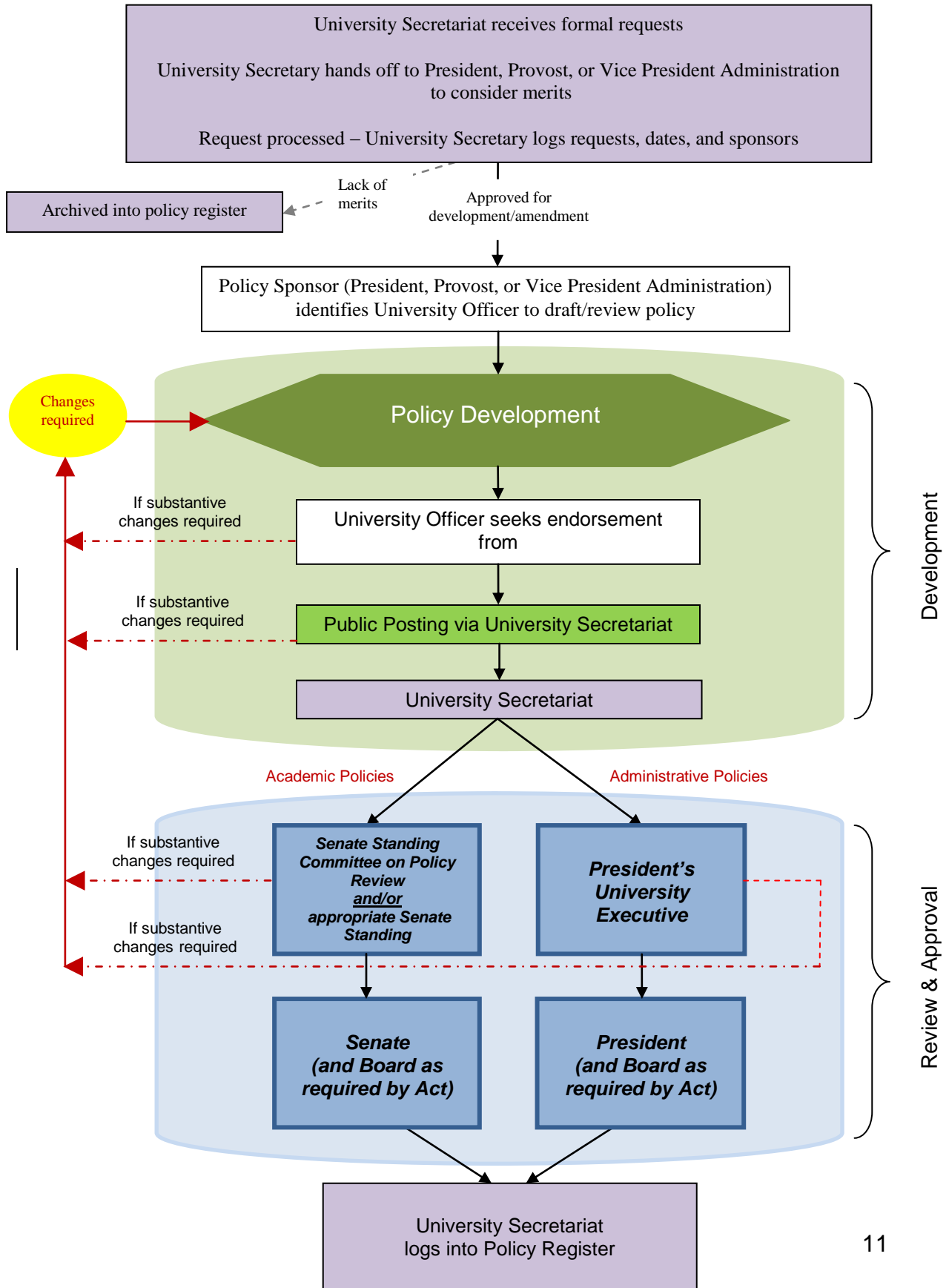
7. Once a policy has been approved by its appropriate governance bodies, an approved copy is forwarded to the University Secretariat. The University Secretariat will log the new/amended

policy into the policy register, will be responsible for assigning a classification code to the new/amended policy, and will post it on the policy website.

Limits: *This policy protocol does not apply to policies developed by the Board of Governors in relation to its governance.*

Policy development and review will be on hiatus in July and August (black-out period).

Protocol for Policy Development or Amendment of Academic and Administrative Policies



Procedures Development or Amendment

The intent of this section of the Policy Protocol is to acknowledge the important role that Procedures play in ensuring the implementation of Policy but, at the same time, to recognize that the University requires a more flexible process for amending Procedures than is required for Policies. Policy development and amendment focuses on major, principle-driven issues which should endure over time. Procedures, on the other hand, need to reflect the organizational structure and processes of the University as well as external factors, and these are expected to change fairly regularly. When changes to Procedures are warranted, it should not be necessary to subject the entire Policy to a review.

1. Procedures for new Policies are normally developed at the same time as the related Policy.
2. It is expected that the review carried out by the Board, Senate or President will focus on Policy issues rather than Procedural matters.
- ~~3. It is thus expected that, while the Policy document will be reviewed fully, the related Procedures will be received but not reviewed in detail by the authorizing body.~~
- 4.3. _____ The University designates the Sponsor to approve the Procedures accompanying each Policy in order to provide assurance that the Procedures are appropriate, complete and have been reviewed by the necessary parties.
- 5.4. _____ Subsequent amendments to existing Procedures that do not impact on the Policy and its underlying principles may be made at the discretion of the appropriate person with Administrative responsibility and with the approval of the President.
- 6.5. _____ Changes to Procedures are forwarded to the Office of Policy Coordination, which ensures that the change in Procedures is logged and that notice is provided to ~~affected members of~~ the University community.

Policy and Procedures Templates

Two templates have been developed to recognize the separation between Policies and Procedures:

- Exhibit B provides a revised Policy Template ~~and~~
- Exhibit C provides a Procedures Template.

~~Compared to the current template, the new These templates separate Policies from Procedures; as well, several items have been added for further clarification; finally, the order of several items has been modified for further ease of reference.~~

Policy Promulgation

~~The University will enhance its Policy web site as follows:~~

- ~~○ A search engine will be developed to search for Policies by:
 - ~~— Name~~
 - ~~— Number~~
 - ~~— Area of jurisdiction~~
 - ~~— Subject~~
 - ~~— Key words~~~~
- ~~○ Each Policy will be linked to its related Procedures and other, related Policies~~
- ~~○ Hot links will allow users to move quickly and easily among the Policy documents~~

~~Once a Policy has been approved and received in the Office of Policy Co-ordination, the Policy will be made known to the University community in a variety of ways:~~

- ~~○ Posting in a “What’s New” section of the University Policy web site~~
- ~~○ Notification on student and staff electronic notice boards~~
- ~~○ Notification to specific University departments and other bodies who, in the opinion of the Office of Policy Co-ordination, should receive specific, separate notice~~

Policy Review

The University will implement a formal, periodic review of its Policies, which will ensure that all Policies are reviewed according to the following Procedures:

- Each Policy will be reviewed at least every five years on a rotating basis, according to a schedule maintained by the Office of Policy Co-ordination

- The review will be co-ordinated through the Office of Policy Co-ordination which will provide notice to the appropriate ~~jurisdictional body~~ University Officer.
- A review will comprise the following steps:
 - the review will be carried out under the direction of the appropriate University Officer ~~Jurisdiction Head~~ (normally through the position responsible for developing the original Policy) and completed within 3 months after the review date as determined by the Office of Policy Co-ordination
 - the Office of Policy Co-ordination will notify the University community that the review is taking place through the ~~“What’s New” section of the University Policy web-site~~, ~~notification on student and staff electronic notice boards,~~ ~~notification to specific University departments;~~ processes for contacting the reviewer and due dates for comments will be published
 - the reviewer will ensure a complete review by scanning for new data, legislation, etc. that impacts on the Policy, interviewing key University personnel about how well the Policy has worked, reviewing information provided by other members of the University community, etc.
 - if it is determined that a Policy revision is required then the processes outlined in the “Policy Development or Amendment” section above will be followed

If and when resources become available, consideration should be given to instituting random Policy audits to ensure that Policies are being followed, are being correctly interpreted and are being applied consistently. This function is most appropriately carried out through the office of an internal auditor, a position that has not yet been created at Kwantlen.

Policy Compliance

The Procedures attached to each Policy should include a section on compliance outlining the specific consequences of non-compliance.

~~Policies for Modification to Departmental Practices or for Elimination, Consolidation, etc.~~

- ~~1. The appropriate Sponsor reviews preliminary list of policies to be considered for modification into departmental practices, elimination, consolidation, etc. and adds, deletes or modifies items to be considered, as appropriate.~~

- ~~2. Sponsor develops draft list of Policy Modifications to be considered, identifying, by jurisdiction (Board, Senate, President):
 - ~~— Policy Number and Name~~
 - ~~— Background and current utilization of the Policy~~
 - ~~— Recommendation for action (departmental practice, elimination, consolidation, etc.) and reason for recommendation~~~~
- ~~3. Sponsor provides copy of list to Office of Policy Co-ordination (University Secretary) and Jurisdiction Head (Board Chair, Senate Chair, President).~~
- ~~4. Sponsor meets with each of the applicable Jurisdictions to consider the Policy modifications.~~
- ~~5. Other Jurisdictions may be requested to review and comment on the Policy Modifications.~~
- ~~6. Jurisdiction provides comments; items that should remain as policies are removed from the list.~~
- ~~7. Office of Policy Co-ordination issues Notice of Motion with regard to each Policy being considered for modification (e.g. elimination, consolidation, etc.) and distributes appropriate documentation to University community for comment.~~
- ~~8. Office of Policy Co-ordination receives comments and forwards to Sponsor.~~
- ~~9. Sponsor handles responses as appropriate and makes final recommendations to approving Jurisdiction.~~
- ~~10. Jurisdiction makes decision.~~
- ~~11. Sponsor proceeds with modifications as approved by approving bodies.~~

Legal Review

The University recognizes the importance of a legal review of certain Policies presenting significant financial and/or legal risks and supports funding for a legal review where circumstances warrant such a review.

A request for a legal review can be initiated by the approving jurisdiction as outlined in a separate section of this Protocol, but must be approved by the President or his designate.

Issues Not Addressed In Policy

From time to time significant issues may arise that are not addressed by any of the University's current Policies but that may have broad implications commensurate with those normally addressed by University Policy. While the issues may, ultimately, lead to the development of new Policy, it is understood that, in order to resolve issues in a timely fashion, the President, in keeping with the responsibilities of his or her position,

has the authority, after appropriate consultation, to make decisions to resolve such matters.

RELATED POLICY

Refer to Protocol for the Development of University Policies / [Policy](#) BD010 (E4)

	Policy History
Policy No.	Revised:
Approving Jurisdiction	Reviewed:
Signed By	Effective:
Administrative Responsibility	Approved:

Request for new Policy or modifications to existing Policy form

NEW / MODIFICATION OF POLICY

Request for new Policy _____

OR

Request for modification of existing Policy _____

OR

Request for modification of existing procedure _____

OR

Request for modification of existing Policy to departmental practice/elimination/consolidation, etc. _____

RATIONALE

Describe why a new Policy or a modification of an existing Policy is required. Provide as much specific information as you can, discussions with others, etc.:

IMPLICATIONS

Describe the consequences of not developing a new Policy or modifying an existing Policy:

CONTACT INFORMATION

<i>Name (please print)</i>	
<i>Department</i>	
<i>Phone</i>	
<i>Email</i>	
<i>Signature</i>	
<i>Date</i>	

COMMENTS

Office of Policy Co-ordination

Jurisdiction Head

Jurisdiction Head (Signature)



Policy Template

	Policy History
Policy No.	Revised:
Approving Jurisdiction	Reviewed:
Signed By	Effective:
Administrative Responsibility	Approved:

POLICY NAME

CONTEXT AND PURPOSE

SCOPE AND LIMITS

STATEMENT OF POLICY PRINCIPLES

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

RELATED PROCEDURES

Refer to Procedure XXX



Procedure Template

	Procedure History
Procedure No.	Revised:
Approving Jurisdiction	Reviewed:
Signed By	Effective:
Administrative Responsibility	Approved:

PROCEDURE NAME

DEFINITIONS

PROCEDURES

RELATED POLICY

Refer to Policy XXX



Policy context

Policy name:

Policy number:

Approving jurisdiction (board, senate, president):

Context:

If a new Policy, describe the issues that have led to the need for a Policy.

If a modification of an existing Policy, describe the issues that have arisen to justify the need for a modification; provide a history of the development and revision of the Policy and its related Procedures

Process:

Describe the process that has been used to develop/modify the Policy: research internal to the organization, meetings with individuals and groups, identification of best practices, process to review, etc.

Recommendation from person with administrative responsibility:

BOARD ITEM / Board/Senate Task Force on Bicameral Governance

Issue: **Principles to Guide the Development of a Successful Model of Bicameral Governance**

For Information: The Task Force agreed to the attached principles near the beginning of their consultations. After a review of the principles at its September 10, 2012 meeting, the Task Force agreed to take the principles to their respective governing bodies for approval.

Once approved, the principles will be posted on the Kwantlen website so that they are accessible to anyone.

For Approval: **THAT the Board of Governors approve the Principles to Guide the Development of a Successful Model of Bicameral Governance.**

Board/Senate Task Force on Bicameral Governance

**PRINCIPLES TO GUIDE THE DEVELOPMENT OF A SUCCESSFUL MODEL OF BICAMERAL
GOVERNANCE AT KWANTLEN POLYTECHNIC UNIVERSITY**

The following principles have been prepared to guide the development of a successful model of bicameral governance at the University. These principles are broad and will assist in developing policies in all areas involving both the Board and Senate.

1. EDUCATION

The Board and Senate will develop, through ongoing educational opportunities, a common and solid understanding of the University Act, the powers assigned to each of the bodies, the spirit and intent of the Act, its limitations and uncertainties and options to address these limitations and uncertainties.

2. MUTUAL TRUST, RESPECT AND GOODWILL

The Board and Senate recognize the need to develop and maintain an attitude of mutual trust, respect and goodwill, both in their collective roles as two critical bodies within the University and as individual members within those bodies; the Board and Senate recognize that maximizing the potential of the University requires building on the strengths and abilities of each of these bodies.

3. STRATEGIC ADVICE

Both the Board and Senate recognize that their role is to provide broad, strategic* direction to the University, leaving operational** issues to University management.

4. MULTI-YEAR PLANNING

5. Planning and consultation between the two bodies will involve both immediate and long-term issues, using the approach of revolving, multi-year plans.

6. ONGOING COMMUNICATIONS

The Board and Senate recognize the need to strive, on an ongoing basis, to share, understand and solicit feedback on the issues that each body is responsible for as well as the issues for which they bear joint responsibility; both bodies also recognize the importance of timely feedback allowing sufficient time for response and, where necessary, action.

7. BROAD CONSULTATION

Both parties recognize the desirability of soliciting and encouraging the feedback and advice of the broader University community regarding those matters that relate to bicameral governance issues.

8. ACCOUNTABILITY

The University will provide Senate, on a regular basis, with a report that summarizes actual versus planned results on those strategic issues that are within the purview of Senate.

9. REGULAR MEETINGS

The Board and Senate and the appropriate committees of each will establish regular, face-to-face meetings in a manner that will permit meaningful dialogue, representative of the broader University perspective.

10. DOCUMENTATION

Requests for information, decisions and other forms of communication will be documented in writing with reasonable expectations for timely feedback.

11. POLICY DEVELOPMENT

The Board and Senate will develop a protocol that, while acknowledging the ultimate authority of one body or the other with respect to certain issues, opens up meaningful opportunities for dialogue and exchanges of information so that each body makes the most informed decision possible.

*Strategic planning involves thinking about issues that are long-term, that are fundamental to the University and that set broad directions for the institution.

**Operational decision-making involves the day-to-day implementation of strategic decisions.

BOARD ITEM / Evaluation of the Board as a Group

For Discussion: Kim Richter is assigned to evaluate the Board's own performance at the 19 September 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 – July/August 2012 – Rethinking the Business Model

Board Leadership – May/June 2012
- July/August 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 19 September	3:00-7:00 pm	Board meeting	Langley Campus Room 1030
Monday 24 September	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Thursday 27 September	6:00 pm 6:45 pm	Reception, Faculty of Design Awards Ceremony Ceremony	Richmond Campus, Conference Centre Room 2550, West Wing, Second Floor
Tuesday 2 October	2:00 – 4:00 pm	President Installation Convocation	Surrey Campus Gymnasium
Wednesday 3 October	12:00-1:30 pm	Chancellor’s Luncheon to recognize Award Recipients	Northview Golf Club
Thursday 4 October	10:00 am & 2:30 pm	Fall Convocation Ceremonies	Surrey Campus Gymnasium
Wednesday 10 October	4:00-6:00 pm	Governance Committee	Surrey Campus, Cedar Bldg., Rm 2110
Monday 29 October	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Thursday 01 November	TBC	General Awards Dinner	Coast Hotel & Convention Centre Langley
Wednesday 07 November	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 1853
Thursday 15 November	5:30 pm	School of Business Scholarship & Awards Ceremony – Donor / VIP Reception Ceremony General Reception	Surrey Arts Centre King George & 88 th Avenue
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			
Wednesday 16 January	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 1853
Monday 28 January	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
Wednesday 30 January	3:00-7:00 pm	Board meeting	Richmond Campus Conference Centre Room 2550, West Wing, Second Floor
Thursday 7 February	6:00 pm (TBC)	Faculty of Trades & Technology Awards Ceremony	Cloverdale Campus
Wednesday 13 February	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 1853
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
Wednesday 13 March	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 1853
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
Wednesday 10 April	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 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
Wednesday 15 May	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 1853
Monday 27 May	4:00-7:00 pm	Senate	Surrey Campus Cedar 2110
May 30 or 31	TBA	Convocation – 2 ceremonies	TBA
Wednesday 12 June	3:00-7:00 pm	Board meeting	Cloverdale Campus Room 1853

Wednesday 19 June	4:00-6:00 pm	Governance Committee	Cloverdale Campus Rm 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 Room 2550, West Wing, Second Floor
Wednesday 20 November	3:00-7:00 pm	Board meeting	Surrey Campus, Cedar Room 2110
