



REMINDER

Board Meeting is at the

Surrey Campus
12666 – 72nd Avenue

Cedar Building
Room 2110
(Board Room)

Directions to Campus:

- Park in parking lot off 126 Street for reserved parking. (You may park anywhere you like, but this lot is closest to the Cedar Building).



Surrey Campus
12666 72nd Avenue, Surrey

Directions to Meeting Room

- Cedar Building is the building closest to 72nd Avenue
- Board Room (2110) is on the second floor

Board of Governors
Date: September 18, 2013
Time: 3:00-7:00 pm
Location: Surrey Campus, Cedar 2110

**3:00 pm Regular Board Meeting
In camera Board Meeting as indicated
In camera Debriefing Session to follow**

*M = Motion to Approve
D = Discussion
I = Information
E = Education*

Agenda Item	Resource	Action	Time	Page
Presentation: Trades and Technology – Marketplace Demands and Barriers	Henry Reiser / Dean Faculty of Trades & Technology	E	3:00-3:30 pm	5
1. Call to Order 1.1. Outgoing Chair Recognition 1.2. Welcome Sal Ferreras, Provost & VP Academic	Shane King		3:30 pm	
2. Approval of Agenda	Shane King		3:35-3:40	
3. Oath of Office 3.1. Harpreet Bhatti, Christopher Girodat, Richard Hosein, 3.2. Introductory Remarks	Shane King		3:40-3:50	
4. Annual Declaration Form Signing	Shane King			28
5. Consent Agenda 5.1. Minutes of June 5, 2013 5.2. KPU Foundation Board Appointee 5.3. Public Bodies Report to March 31, 2013 5.4. Board Committee Membership Revisions 5.5. First Quarter Financial Report 5.6. HSBC Investment Report 5.7. RBC Investment Report 5.8. Assignment of New Board Member Mentors	Shane King	M M M M I I I I	3:50-3:55	39 40 47 To be distributed 48 49 52 65 71
6. Adjourn to In camera Meeting	Shane King		3:55-4:15	
7. Call Meeting to Order	Shane King		4:15	

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Agenda Item	Resource	Action	Time	Page
8. New Business				
8.1. Program Concept: BSc Minor in Medicinal Chemistry	Lisa Skakun / Shane King	M	4:15-4:25	73
8.2. Full Program Proposal: BA, Minor in Language & Culture	Shane King	M	4:25-4:35	90
8.3. Full Program Proposal: BA, Major in Applied Geography	Shane King	M	4:35-4:45	119
8.4. Family Campaign	Jeff Norris	I	4:45-4:50	159
8.5. Vision 2018: Baseline Measures of Performance	Alan Davis / Ariana Arguello	I	4:50-5:05	161
9. Governance Committee Report				
9.1. Admissions Framework	Shane King	M	5:05-5:20	183
9.2. Notice of Position	Shane King	M	5:20-5:25	218
10. Finance & Audit Committee Report				
10.1. School of Traditional Chinese Medicine Expression of Interest	Shane King	M	5:25-5:35	231
11. Human Resources Committee				
11.1. President's Goals 2013-14	Lisa Skakun	M	5:35-5:50	268
12. Board/Senate Task Force Report / No Report				
13. Student Affairs Report	Sal Ferreras, Ron Maggiore	I	5:50-6:00	271
14. President's Report	Alan Davis	I	6:00-6:10	273
15. Senate Report, June 24, 2012				
13.1 President's Update	Alan Davis	I	6:10-6:15	
16. Next Meeting Agenda Contribution	Shane King	D	6:15	
17. For the Good of the Order	Shane King	D	6:15-6:20	
18. Evaluation of the Board as a Group	Gord Schoberg	E	6:20-6:25	285
19. Information Package		I		286

Board of Governors

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Location: Surrey Campus, Cedar 2110

20. Next Meeting

Regular Board Meeting

Wednesday, November 20, 2013

Surrey Campus, Cedar 2110

3:00-7:00 pm

I

21. Adjournment

Shane King

6:20



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

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

***Regular
18 September 2013
Pre-meeting
Henry Reiser***

BOARD ITEM

Issue: **Presentation: Trades and Technology – Marketplace Demands and Barriers**

For Information: Henry Reiser, Dean, Trades and Technology, will summarize the attached presentation and take questions from the Board.

Please see the attached PowerPoint presentation, which will not be shown at the meeting, but discussed.

FACULTY OF TRADES AND TECHNOLOGY

Addressing the Skills Shortage

Outline

- Current program offerings
- Increasing program offerings
- 12 Most-in demand trade programs
- Optimizing training spaces
- Engaging Aboriginal and Non-traditional learners
- Responding to the BC LNG Initiative
- Impact of competition of other Post-Secondary Institutions
- Partnerships

Current Programs

- Trades
 - Appliance Servicing (unique in BC and only other in Canada)
 - Automotive Service Technician
 - Parts and Warehousing (unique in BC)
 - Carpentry
 - Construction Electrician
 - Masonry (Unique for PPS in Province)
 - Industrial Mechanic (Millwright)
 - Plumbing
 - Welding
 - Metal Fabricator (Welder Fitter)

Current Program Offerings

- Technology
 - Farrier (Unique offering in Canada)
 - Drafting (CADD)
 - Public Safety Communicator (Unique offering in BC)

12 Most-in-demand Trades (Major Capital Equipment Fund (* offered at KPU))

- Automotive Service Technician *
- Carpentry*
- Commercial Transport
- Construction Electrician*
- Cook
- Metal Fabricator (Fitter)*
- Industrial Mechanic (Millwright)*
- Plumber*
- Welder*
- Heavy Duty Equipment Technician (Mechanic)
- Sheet metal Worker
- Residential Framing Technician * (subset of Carpentry)

12 Most-in-demand Trades

- Challenges faced with Industrial Training Authority (ITA) funding have been a 15% (5% per year (09-10, 11-12, 12-13) decrease and flat (0% increase 12-13, 13-14).
- Projected reduction in ITA funding of Foundation programs (pending ITA Review).
- Developing Pre-Trades programming to address the waitlists for high demand Foundation programs on a Cost Recovery basis.
- We currently deliver 8 of the top 12 most-in-demand trades programs. We are in a preliminary investigation to develop a partnership with BCIT to deliver Heavy Duty Equipment Technician (Mechanic) and Commercial Transport at KPU Tech.

Optimizing Training Spaces

- We currently have the infrastructure (physical capacity) in place to meet the demands of increases in the Metal Trades, Construction Trades and Service Trades.
- We are not in a position to double our current capacity but could increase our capacity by 25% by utilizing the trades spaces during the evenings and weekends.
- There would need to be increases in our HR costs.
- Currently Welding does this now and we run these programs from 7:30 am till 10:00 pm.
- Investigating additional Welding programming on weekends (mainly testing and upgrading).
- As demand for additional is demonstrated we will respond by increasing our hours of operation.
- By use of effective scheduling we will be able to free up teaching spaces for additional capacity.

Engaging the Aboriginal and Non-traditional Learners

- Currently deliver trades training both on First Nation's Training Centers of onsite at KPU Tech.
 - Carpentry Foundations
 - Welding Level C
 - Water Damage Remediation (Restoration)
- Developing programming for First Nation training in Parts and Logistics, Arborist, Power line Technician
- Developing programming to determine a gap analysis of foreign earned skilled labour credentials and deliver the competencies to enable these graduates to earn BC certification.

Engaging the Aboriginal and Non-traditional Learners

- Delivered a Discover Trades program for Women in partnership with BCIT.
- Delivering an Introduction to Trades aimed at mature and female students.
- Developing Pre-apprenticeship (with CE and Professional Studies) cost recovery programs aimed at addressing missing numeracy, literacy and work related skills.

Engaging the Aboriginal and Non-traditional Learners

“...We are thrilled with these results. Recently we have offered an exciting new 4-week “Restoration Program” with KPU. The results have been excellent. We had 16 students participate, 15 passed and all those students were offered positions in various restoration companies.”

“Why are we so successful?? We offer a safe, cultural, place for training with qualified instructors from KPU...”

Faye R. Halls (Yeltsilewet)

Department Head

Squamish Nation Employment and Training

BC LNG Initiative

- 60,000 new workers will be required to successfully implement the infrastructure required for the BC LNG Initiative.
- Many of these workers will be skilled and there is a strong desire to include FN workers.
- Met with Geoff Stevens of the RTO to discuss the position of the ITA and strategies to address this shortage.
- Working with June Worton (Queenswood Consulting) and Jim Pelton (Exec. Dir. CE and Professional Studies) to determine the scope of the specific skilled workers required.
- In discussion with ENN a major Chinese LNG Corp.

Impact of Competing Institutions in the Traditional KPU Catchment Area

- BCIT and VCC are involved in the delivery of ACE-IT programs in the traditional KPU Catchment area.
 - Cook Training (VCC) not offered at KPU
 - Pipe Fitter (BCIT) not offered at KPU
 - Electrical (BCIT) in Langley SD (historical issue but we are addressing the concerns of the Langley SD)
- BCIT/VCC Heavy Duty Mechanic/Operator partnership failed to be realized

Partnerships with Regional School Districts

- Automotive Service Technician (4 wks at KPU)– Richmond, Delta, Langley and Surrey School Districts.
- Carpentry (4 wks at KPU)– – Delta, Langley, Maple Ridge, Surrey, Squamish (Pemberton and Howe Sound HS) and Richmond School Districts.
- Metal Fabrication (4 wks at KPU)– – Maple Ridge School District (discontinued 2 years ago).
- Plumbing - Surrey School District and Maple Ridge (students complete program at respective high-school for 20 weeks, instructional delivery is through a KPU faculty. Students then attend KPU for a one (1) week welding service program)

Partnerships with Regional School Districts

- Another ACE-IT model is where a High School student will complete the entire program at KPU.
- Carpentry (KPU provides a few seats a year for this model)
- CADD/Drafting
- Masonry
- Millwright/Industrial Mechanics
- Parts & Light Warehousing
- Practical Horticulture
- Welding

Partnerships with Regional School Districts

Hi Terry. I didn't get a chance to say a proper thank you for all you did to help us provide great opportunities for kids in our district last year. As I look forward to this year, and see, yet another KPU partnership with the plumbing program, I didn't want to pass up the opportunity to thank you for all you are doing to help us. Our kids really benefit from all the choices and options that you help us provide and I hope you know how much that means to all of us in sd42. Hope you are doing well and were able to enjoy some summer. Looking forward to seeing you soon. Thanks again Terry.

Jan Unwin
Superintendent of Schools
Maple Ridge/Pitt Meadows

Partnerships with other PSE Institutions

- Partnerships are a means to offer new programming in a more cost effective manner. This is a means to leverage the space and land at KPU Tech to deliver high cost programs at much reduced cost.
- E.g. Heavy Duty Equipment Technician has significant capital costs associated with it. Through a partnership the equipment required could be provided by the partner and KPU provides the space and faculty.
- A dual credential can be offered between KPU and the partner.
- New programming is being considered (Instrumentation and Control) where potential partnerships with SFU would allow a pathway into their Mechatronics Engineering program for example.

Partnerships with Industry and Offices of Economic Development

- Currently working with Surrey Economic Development to determine gaps employer needs and develop programming to address this gap.
- Developed a CODA style program in Metal Fabrication after consulting with Regional industries (currently working through Senate for approval).
- Deliver a Low Voltage and Control program and Water Damage Remediation (restoration) through CE that was developed in response to needs identified by industry.
- In discussion with TUV Nord around ISO14000 and Internet Security.
- In discussion with Kinder Morgan on meeting training needs for pipeline workers.

Partnerships with Industry and Offices of Economic Development

“The Security Industry is an ever evolving, quick paced trade that requires quality training programs. The progress of this Industry has not been more apparent than in the Telecommunications/Data, Internet Protocol, and Wireless infrastructure segments. Kwantlen College is in the forefront of educational programs fulfilling the need for comprehensive training based on practical installation. We look forward to their future innovation to education in these segments and recognize the importance to educating our Trade.”

Anita Brunet

VP of Western Canadian Sales

Tri-Ed

Questions



September 5, 2013

Henry Reisler
Dean of Technology and Trades
5500 180th Street
Surrey, BC
E-Mail: Henry.Reiser@kpu.ca

Squamish Nation Partnership with KPU

Squamish Nation is a First Nation in Vancouver, British Columbia which has a membership of over 3500 people. We currently have 12 separate reserves which stretch from Indian Arm up to Whistler B.C. In preparation for the 2010 Olympic Games we initiated a partnership with KPU to start delivering Trades training to any First Nations in our Catchment area. In 2008, we opened the Squamish Nation Trades Centre which has two classrooms, offices and two warehouse spaces for training. Since inception we have delivered Carpentry classes to over 282 students with a total completion rate of 247 (87.6%). We are thrilled with these results.

Recently we have offered an exciting new 4-week "Restoration Program" with KPU. The results have been excellent. We had 16 students participate, 15 passed and all those students were offered positions in various restoration companies.

Why are we so successful?? We offer a safe, cultural, place for training with qualified instructors from KPU. At the Trades Centre we offer full student support which includes:

- First Nations Student Support Worker (Someone from our community)
- Math tutor
- Low literacy support
- Travel and meal funds support
- Counseling
- Visiting elders
- Ceremony and First Nations celebrations
- On the job training opportunities
- Job Coach to work with both the client and employer

We offer these programs to any First Nations, Inuit or Metis along with our Squamish Nation Membership. Every single program intake has included nation members from various nations throughout B.C.

I personally was born and raised on the Capilano Indian Reserve in North Vancouver. My late father Chief Khot-la-cha was a leader for First Nation's education across Canada and taught me the importance of maintaining your cultural connection and pride as a First Nation's person while getting the Post Secondary education that is so necessary for success in today's world. For the past 20 years I have been involved in First Nation's struggles and witnessed the challenges our students face every single day and have worked hard to develop programs to



meet their needs. Our mission is to offer a holistic environment which touches all four aspects of the Medicine Wheel: mental, physical, emotional and spiritual. This enables our students to enter the education world step by step and move into a successful career.

I am so thankful to KPU for honoring and respecting our cultural traditions and partnering with us in all our initiatives.

All my relations,

Faye R. Halls (Yeltsilewet)
Department Head
Squamish Nation Employment and Training





Tri-Ed is North America's largest independent distributor of surveillance, low voltage, home automation and network infrastructure products. We are proud to provide state-of-the-art solutions from the industry's leading manufacturers of CCTV, IP Video, access control, fire, intrusion, sound, communications, structured cable, and home automation products.

Our passion and dedication to advancing and educating people in the Security Industry is transparent with our involvement with Kwantlan College and the collaboration of their first Security program. Low Voltage programs are important to the progression and development of the industry. In order to supply the general public with quality infrastructure and stellar service, education is imperative.

The Security Industry is an ever evolving, quick paced trade that requires quality training programs. The progress of this Industry has not been more apparent than in the Telecommunications/Data, Internet Protocol, and Wireless infrastructure segments. Kwantlan College is in the forefront of educational programs fulfilling the need for comprehensive training based on practical installation. We look forward to their future innovation to education in these segments and recognize the importance to educating our Trade.

Anita Brunet
VP of Western Canadian Sales
Tri-Ed

BOARD ITEM

Issue: **Annual Declaration Form Signing**

For Information: Attached is the Code of Conduct excerpted from the Board Governance Manual.

As well, the Form of Annual Declaration for Board Members is attached. Please print this page, bring a signed copy with you to the Board meeting and give it to Sandi Klassen.

Hard copies will be available at the meeting in case you are unable to print it.



FORM OF ANNUAL DECLARATION FOR BOARD MEMBERS

Name: _____

This Statement discloses information as of 18 September 2013.

I have read and understood the Code of Conduct and I agree to comply with all of its terms.

A Conflict of Interest (as defined in the Code of Conduct) with my duty as a Board Member of Kwantlen may arise because:

I, _____ (print name), declare that:

1. Other than disclosed above, I do not have any relationships or interests that could compromise, or appear to compromise, my ability to exercise judgment with a view to the best interests of Kwantlen.
2. I have read and considered this Code of Conduct and agree to conduct myself in accordance with its terms.
3. I agree to promptly provide an updated Declaration annually or as may be required by changed circumstances.

Signature

Print Name

Date

26.CODE OF CONDUCT FOR BOARD MEMBERS

26.1. INTRODUCTION

KPU is committed to the highest standards of ethics and integrity. The purpose of this Code of Conduct (the “Code”) is to establish minimum standards of conduct expected and required of all Board Members, and to support ethical decision-making at KPU. The Code is not exhaustive, and it is acknowledged that no articulation of policies, guidelines and procedures to govern conduct can anticipate all situations. The Code applies to all Board Members of KPU.

The provisions of the Code are in addition to, and not in substitution for, any Board Member’s obligation to KPU imposed upon by common law, equity or statute.¹ Compliance with the Code shall not relieve a Board Member from any such obligation. Consequently, a Board Member uncertain of his or her duties in any particular circumstance should raise this concern with the Board Chair in order to obtain appropriate guidance and advice.

This Code:

- a) reviews Board Members’ duties;
- b) explains conflict of interest and provides examples of conflicts of interest specific to KPU and of a general nature;
- c) provides guidance to all Board Members with respect to matters of compliance, conflict of interest, confidentiality, accounting practices and communications, complaints procedure and responsibility to disclose;
- d) outlines the consequences of a breach of the Code; and
- e) provides a Form of Declaration for Board Members to sign to confirm their agreement to comply with the Code.

26.2. DEFINITIONS

In the Code:

- a) “Appointed Member” means an individual who is appointed to the Board by the Lieutenant Governor in Council;
- b) “associate” means:
 - i) a spouse of the Board Member;
 - ii) a son or daughter of the Board Member;
 - iii) a relative of the Board Member who is living in the family residence, other than his or her son or daughter, who is living in the family residence;
 - iv) a friend of the Board Member;

¹ The President has additional obligations with respect to conflicts of interest per his or her employment contract.

- v) a corporation of which the Board Member beneficially owns, directly or indirectly, more than 20% of the voting rights attached to all outstanding voting securities of the corporation; and
 - vi) a trust or estate in which the Board Member has a substantial beneficial interest or for which the Board Member serves as trustee.
- c) “Board Member” means Appointed Members and Elected Members;
 - d) “Conflict of Interest” has the meaning set out in section 26.4 of the Code;
 - e) “Elected Member” means an individual who is elected to the Board by a constituency group;
 - f) “friend” means an individual with whom the Board Member is connected by frequent or close association;
 - g) “private interest” means a pecuniary or economic interest or advantage and includes any real or tangible benefit that personally benefits the Board Member or his or her associate;
 - h) “relative” means a relative by blood, adoption or marriage; and
 - i) “spouse” means a person to whom the Board Member is married or with whom the Board Member is living in a marriage-like relationship, including a person of the same gender, but does not include a person from whom the Board Member is separated or living apart and with whom the Board Member has entered into an agreement to live apart or who is the subject of an order of a court recognizing the separation.

26.3. DUTIES

KPU’s Board Members’ duties include the following:

Duty of Loyalty – Board Members must act honestly, in good faith and in the best interests of KPU. In placing the interests of KPU ahead of their own personal or business interests, Board Members must:

- a) be honest in their dealings with KPU and with others on behalf of KPU;
- b) avoid situations where they could profit at the expense of KPU, appropriate a business opportunity of KPU or otherwise put themselves in a position of conflict between their own private interests and the best interests of KPU;
- c) avoid speaking against or undermining any decision of the Board, regardless of whether the Board Member agrees with or voted for that decision; and
- d) avoid engaging in activity or speaking publicly on matters where this could be perceived as an official act or representation of KPU unless specifically authorized to do so by the Board Chair.

Duty of Care – Board Members owe a duty of care to KPU and must exercise the degree of skill and diligence reasonably expected from an ordinary person of his or her knowledge and experience.

Duty of Confidentiality – Board Members must not divulge confidential information that they receive as Board Members to anyone other than persons who are authorized to receive the information. The duty to maintain information in confidence continues after a Board Member ceases to be a Board Member.

Duty to Disclose – Board Members have a duty of continuing disclosure. If a Board Member becomes aware of a matter which he or she has a duty to disclose or report under this Code, the Board Member must advise the Board Chair as soon as is reasonably practicable.

Duty of Compliance – Board Members shall comply with all applicable laws and regulations and with KPU’s Bylaws and policies as adopted by the Board from time to time, including the Board Manual and this Code. No Board Member shall commit or condone an illegal act or instruct another Board Member to do so. All Board Members are expected to follow the spirit as well as the letter of the law.

Duty of Knowledge – Board Members must familiarize themselves with the relevant legislation applicable to KPU and to Board Members and to satisfy themselves that appropriate safeguards are in place to assure KPU of their compliance with that legislation.

26.4. CONFLICT OF INTEREST

A conflict of interest is a situation in which the private interests of a Board Member conflict, potentially conflict or appear to conflict with his or her duties to KPU, including his or her duty to act in the best interests of KPU.

An **actual conflict of interest** exists where a Board Member exercises an official power or performs an official duty, at the same time knowing that, in exercise of such performance, there is the opportunity to further a private interest.

A **potential conflict of interest** exists where there is some private interest that could influence the performance of a Board Member’s duty or function or the exercise of power, provided that she or he has not yet exercised that duty or function.

An **apparent conflict of interest** exists where a reasonable person might hold the apprehension that a conflict of interest exists on the part of the Board Member.

In this Code, “**Conflict of Interest**” includes actual, potential, and apparent conflicts of interest.

KPU’s primary and strongest defence against Conflicts of Interest is a strategy of avoidance. By creating systems and processes that, as a matter of practice, avoid Conflicts of Interest, KPU can most effectively reduce the associated risks.

Each Board Member has a responsibility first and foremost to the welfare of KPU.² Except for systemic Conflicts of Interest, as discussed below, every Board Member should avoid any situation in which there is a Conflict of Interest.

26.5. CONFLICTS OF INTEREST RELATING TO ELECTED MEMBERS

² *University Act*, s. 19.1.

Elected Members are in a unique situation in relation to Conflict of Interest considerations. By reason of their membership in a particular constituency of KPU, or by reason of their position within KPU, they are more likely than Appointed Members to have a Conflict of Interest. Given that the Board structure is prescribed by the *University Act*, certain Conflicts of Interest in relation to Elected Members are deemed to be acceptable and should not require the Elected Member to be excluded from the discussion or voting. On the other hand, because of the unique position of Elected Members, there will be situations where the Conflict of Interest is significant enough to require that they be excluded from discussion or voting.

Conflict of Interest situations that involve Elected Members will generally fall into one of four categories.

- a) **Constituency Membership.** In situations where the Elected Member has an interest in a matter or issue under consideration that is shared in common with a substantial section of the constituency of which he/she is a member and who elected him or her to the Board, the Elected Member will not be taken to have a Conflict of Interest for the purpose of this Code and is expected to participate in the discussion and voting. Examples include discussions regarding:
 - i) KPU's budget; and
 - ii) tuition.
- b) **Duty to the Constituency.** In situations where duties of an Elected Member to the constituency that elected him/her conflict with the Elected Member's duty to KPU, and the Conflict of Interest is of a significant, ongoing nature, the Elected Member must either resign from the KPU Board or from his or her position with the constituency. Under the *University Act*, a KPU employee is not eligible to be a Board Member if he or she is a voting member of the executive body of, or an officer of, an academic or non-academic staff association of KPU who has the responsibility, or joint responsibility with others, to:
 - i) negotiate with the Board, on behalf of the association, the terms and conditions of service of that association; or
 - ii) adjudicate disputes regarding members of the association.³

However, a student who is a voting member or an officer of the Kwantlen Student Association board is not prohibited from being an Elected Member.

- c) **Commercially Sensitive.** In situations where the issue under consideration is of a commercially sensitive nature that potentially involves the corporate interests of the constituency, then the Conflict of Interest is deemed to be of a significant nature and Elected Members of that constituency should not participate in such discussions or voting. Examples of this type of Conflict of Interest include:
 - i) discussions relating to audit matters;

³ *University Act*, s. 23(1)(g).

- ii) discussions related to collective bargaining; and
- iii) review of KPU's internal controls.

One of the ways KPU manages such Conflicts of Interest is by establishing a practice that when the Finance and Audit Committee is overseeing audit matters, meeting attendance is limited to Appointed Members. Typically, the Finance and Audit Committee addresses finance matters in the first part of the meeting and audit matters in the second.

- d) **One-off.** In situations where a Conflict of Interest arises that is not regularly recurring, the Conflict of Interest can be managed under a well-defined protocol that requires the Elected Member to disclose the Conflict of Interest and refrain from participating in the discussion or voting. For example:
 - i) decisions directly affecting a specific instructional program in which a student Elected Member is enrolled; faculty or staff Elected Members are employed in the program or service areas; or an Elected Member's associate is enrolled in or employed in the program or service areas.

26.6. CONFLICTS OF INTEREST RELATING TO BOARD MEMBERS

The following examples have been developed to provide guidance to Board Members in areas where Conflict of Interest or other ethical issues may arise. They do not constitute an exhaustive list. Further, these examples are provided for reference purposes and are not in substitution for, any Board Member's obligation to KPU imposed upon by common law, equity or statute (for example, securities legislation).⁴

Corporate Opportunity – No Board Member should receive personal financial benefit through the use or misuse of confidential information in relation to the business of KPU. Examples of situations that could contravene this policy are:

- a) taking advantage, for personal gain, of a business opportunity known because of one's position with KPU;
- b) speculating in any commodity or real estate that is or is likely to be acquired or required by KPU; and
- c) conducting any private business activity from or by using any KPU asset for personal purposes, unless expressly authorized to do so by consent of the Board, in writing.

Investment Activity – Board Members may not, directly or indirectly through associates, acquire or dispose of any interest, including publicly traded shares, in any entity when in possession of confidential information obtained in the performance of their duties with KPU that could affect the value of such interest.

Non-Profit Associations and Professional Associations – From time to time, a Board Member may reach a position of leadership in a non-profit or professional association where he or she may be viewed as a spokesperson for that group. In such situations, the Board Member should

⁴ The President has additional obligations with respect to conflicts of interest per his or her employment contract.

take reasonable steps to ensure that when speaking on behalf of such an association he or she is seen as speaking for the organization and not as a spokesperson of KPU.

Use of KPU Property – KPU assets must not be misappropriated for personal use by Board Members. Board Members are entrusted with the care, management and cost-effective use of KPU's property, including the use of KPU's name, and should not make use of these resources for their own personal benefit or purposes. Board Members should ensure that any KPU property assigned to them for business purposes is maintained in good condition, and should be able to account for such property.

26.7. PROTOCOL FOR DEALING WITH CONFLICTS OF INTEREST

Declaration of Conflicts of Interest - Upon declaration of a Conflict of Interest at, or prior to, a Board meeting, the person recording the meeting's proceedings notes the declaration and the Board Member must, as applicable:

- a) refrain from further participation in any activities involved with the matter;
- b) absent him or herself from the proceedings during discussion or voting on that particular matter, contract or arrangement, if the meeting is *in camera*;
- c) refrain from discussing or voting on that particular matter, contract or arrangement, if the meeting is open to the public.

Knowledge of Conflict of Interest - A Board Member has an obligation to declare a Conflict of Interest at the earliest possible time and, in any event, prior to discussion or decision of an issue.

Possible Conflict of Interest - Where a Board Member other than the Board Chair is unsure of whether he or she is in Conflict of Interest, that Board Member should raise the possible Conflict of Interest with the Board Chair, and the Board Chair determines whether or not a Conflict of Interest exists. If the Board Chair is unsure of whether he or she is in Conflict of Interest, the Board Chair should raise the possible Conflict of Interest with the Vice Chair, and the Vice Chair determines whether or not a Conflict of Interest exists.

A Board Member who perceives another Board Member other than the Board Chair to be in Conflict of Interest should identify the possible Conflict of Interest to the Board Chair at the first opportunity. The Board Chair determines whether or not a Conflict of Interest exists. A Board Member who perceives the Board Chair to be in Conflict of Interest should identify the possible Conflict of Interest to the Vice Chair at the first opportunity. The Vice Chair determines whether or not a Conflict of Interest exists.

Where the Board Chair (or the Vice Chair, as applicable) has determined that a possible Conflict of Interest does not exist, the Board Chair (or the Vice Chair, as applicable) will report to the Board his or her findings at the meeting where the topic will be discussed.

Where a Board Member has been declared by the Board Chair (or the Vice Chair, as applicable) to be in a Conflict of Interest, and that Board Member does not agree with the Board Chair (or the Vice Chair, as applicable) that a Conflict of Interest needs to be declared; or, where the Board Chair (or the Vice Chair, as applicable) has reported to the Board his or her decision that

a possible Conflict of Interest did not exist, and any Board Member disagrees with this decision, the Board Chair (or the Vice Chair, as applicable) will:

- a) call an *in camera* meeting prior to the meeting at which the topic for which the possible Conflict of Interest may exist is scheduled to be discussed;
- b) put the question to the full Board for a decision at the *in camera* meeting.

The Board shall determine by majority vote whether or not a Conflict of Interest exists. If a Board Member is declared by majority vote to be in a Conflict of Interest, he/she shall abide by the steps outlined above regarding declarations of Conflict of Interest.

Conflict of Interest Discovered After Consideration of a Matter - Where a Conflict of Interest is discovered after consideration of a matter, the Conflict of Interest must be declared to the Board and appropriately recorded at the first opportunity. If the Board determines that the Board Member's involvement has, or could be perceived to have, influenced the decision,⁵ the Board must re-examine the matter.

26.8. CONFIDENTIALITY OF BOARD INFORMATION

Board confidentiality is essential to ensure that full and frank discussion of issues deemed as confidential may take place in an atmosphere free from the risk of inappropriate disclosure. All information shared by Board Members and those presenting information to the Board shall be treated with utmost confidentiality, except when it is clearly understood that the information is in the public domain.

KPU Board Members may only disclose confidential information to external third parties when disclosure is authorized or required by law or an enactment in a court proceeding. Any other external disclosure of confidential information is subject to prior approval of the Board Chair and President.

26.9. ACCOUNTING PRACTICES AND COMMUNICATIONS

KPU's policy is that strict compliance with prescribed accounting procedures and controls will be practiced at KPU at all times. All assets, liabilities, income and expenses shall be correctly identified and recorded in the appropriate books of account. No Board Member shall make any false or misleading statement to internal or external auditors or conceal or omit information necessary to make statements to such auditors meaningful. No Board Member will withhold any books or records relevant to any subject under review from the internal or external auditors.

26.10. COMPLAINTS PROCEDURE

The Board of Governors is committed to maintaining an atmosphere in which the Board can receive and address all complaints regarding violations or perceived violations of the Code.

All complaints received from Board Members in respect of the Code shall be referred to the Chair of the Governance Committee, other than complaints with respect to the Board Chair. All

⁵ An example of a situation where the Board Member has or could be perceived to have influenced a decision is where the member expressed his/her views to the other Members on the matter in question.

complaints received from Board Members in respect of the Code that relate to the Board Chair shall be referred to the Vice Chair. Complaints cannot be made anonymously. The Chair of the Governance Committee (or the Vice Chair, as applicable) shall conduct such investigation as he or she considers appropriate and ensure any documentation obtained as part of the investigation is retained in a secure location. The privacy of an individual who makes a complaint in respect of this Code will be respected as much as is possible in the circumstances. The Board is responsible for ensuring that any Board Member who, in good faith, has made a disclosure of a breach or potential breach of this Code does not suffer any adverse consequences as a result.

All disclosures will be kept confidential unless the matter disclosed constitutes an actual or potential threat of serious harm to KPU, its students or employees or to the general public.

The Board prohibits discrimination, harassment or retaliation against anyone who provides information or otherwise assists in an investigation or proceeding regarding an alleged breach of the Code. A Board Member who legitimately, and in good faith, makes a complaint regarding a breach or perceived breach of the Code shall not, as a result of those activities, be discriminated, harassed or retaliated against in the terms or conditions of Board membership. However, since such allegation of impropriety may result in serious personal repercussions for the subject of the complaint, the Board Member making the allegation of impropriety should have reasonable and probable grounds before making a complaint and should undertake such reporting in good faith, in the best interests of KPU, and not for personal gain or motivation.

Any Board Member who retaliates against the Board Member who has made a complaint regarding the Code is subject to discipline up to and including recommendation of termination of that person's Board Membership.

In the event that an investigation reveals that a complaint was made frivolously or undertaken for improper motives or in bad faith or without a reasonable basis, as determined by the Board, appropriate disciplinary action may be taken in accordance with section 26.11 of the Code.

26.11. PUNITIVE ACTION FOR BREACHES

Should a Board Member contravene any provision in this Code, the Board has the power (on a vote of at least a two-thirds majority of the Board) to impose punitive action, including one or more of the following:

- a) issue a letter of reprimand; or
- b) pass a resolution providing the Lieutenant Governor in Council with the authority to remove a Board Member from the Board for cause.⁶

⁶ *University Act*, s. 22(1.1).

26.12. PROCESSING AN APPEAL TO A PUNITIVE ACTION FOR BREACH OF THE CODE

If a Board Member rejects the decision of the Board, he or she may appeal to the Board in writing. The appeal must be requested within five business days of the imposition of the penalty. The penalty will remain imposed until such time as the Board hears the appeal. The Board will make every effort to hear the appeal within one month of its imposition.

On hearing the appeal, the Board may allow whatever evidence it considers appropriate, without regard to the rules of evidence.

After hearing the appeal, the Board may allow the appeal, or confirm its original decision.

26.13. EXEMPTION FROM CODE OF CONDUCT REQUIREMENTS

In extraordinary circumstances, where it is not contrary to the law and where it is clearly in the best interests of KPU to do so, and upon a Board resolution, a Board Member may be exempted in writing from a requirement of this Code following full and detailed disclosure by the Board Member of all material and relevant circumstances respecting the matter. Conditions may be attached to an exemption, and the Board will publicly disclose any exemptions from Code requirements.

If a Board Member is exempted from a requirement of this Code for the continuation of circumstances that would otherwise be considered a Conflict of Interest, the Board Member must refrain from participating in any way in any decision-making respecting the subject matter of the Conflict of Interest except to the extent specifically authorized in the decision granting the exemption.

26.14. ANNUAL DECLARATION

Board Members are required to annually complete the Form of Declaration set out below to acknowledge that they have read and understand the Code.

BOARD ITEM / Consent Agenda

Issue: Consent Agenda

For Approval:: THAT the Board of Governors approve the following items on the Consent agenda:

- 5.1 Minutes of June 5, 2013
- 5.2 KPU Foundation Board Appointee
- 5.3 Public Bodies Report to March 31, 2013
- 5.4 Board Committee Membership Revision

AND

THAT the Board of Governors receive the following items for information:

- 5.5 First Quarter Financial Report
- 5.6 HSBC Investment Report
- 5.7 RBC Investment Report
- 5.8 Assignment of New Board Member Mentors



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

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

***Regular
18 September 2013
5.1***

BOARD ITEM / Consent Agenda

Issue: Approval of Minutes of June 5, 2013

For Approval:: THAT the Board of Governors approve the Regular Board Minutes of June 5, 2013.

Present Board

Kristan Ash
Alan Davis/ President
Yuri Fulmer
Sandra Hoffman
Shane King
Jared Penland
Kim Richter
Gord Schoberg / Chair
Lisa Skakun
Launi Skinner

University Vice Presidents

Gordon Lee / Provost & VP Academic
Harry Gray / VP Finance & Administration

University Community Members

Sandi Klassen / University Secretary
Kathy Lylyk / Executive Director, Finance
Ron Maggiore / Vice Provost, Students
Kerry Thompson / Office of University Secretary
Shelley Wrean / General Council

Guests

Kathleen Bigsby / Director, Institutional Planning & Analysis
Ariana Arguello / Manager, Strategic Planning
Stuart McIlmoyle / Associate VP, International
Terri Van Steinburg / Kwantlen Faculty Association

Regrets Arvinder Bubber / Chancellor

Geoff Dean
Iman Ghahremani
Ken Tung
Amrik Virk

Call to Order

The Chair called the meeting to order at 3:01pm.

Approval of Agenda

The agenda was approved by consensus. The Chair welcomed the guests.

Draft Strategic Plan

The draft Strategic Plan: Vision 2018 was presented for final approval. The Board acknowledged the amount of work and effort involved in creating KPU's first strategic plan.

Moved by Shane King, seconded by Sandra Hoffman;

THAT the Board of Governors approve the Strategic Plan: Vision 2018

MOTION CARRIED

**Presentation /
International Students**

Stuart McIlmoyle presented a 'Framework for Growth in International Education', focusing on key components for establishing a successful international education program. Development of a plan for enhancing KPU international education will involve viable recruitment and retention strategies, strategic partnering opportunities, faculty and staff education, identifying resources, monitoring and establishing means for measuring success levels.

5.1 Minutes April 3, 2013

**Moved by Yuri Fulmer, seconded by Shane King;
THAT the minutes of April 3, 2013 be approved.
MOTION CARRIED**

The following items were removed from the consent agenda for discussion:

5.2 Kwantlen Student Association Financial Statements Year Ended 2012

Discussion occurred.

5.3 Draft FTE Enrolment Statement for Year Ending March 31, 2013

Discussion occurred.

**5.4 Auditor General of BC's Survey of Public Sector Board Members
Summary of KPU Board Responses**

It was noted that KPU Board scores were lower than other Boards in some areas. Changes occurring as a result of the Board Governance Policy Manual have addressed some of the concerns.

ACTION: The Governance Committee will identify if there are any areas of the report that should be addressed.

Items approved by consensus:

**5.2 Kwantlen Student Association Financial Statements Year Ended 2012,
5.3 Draft FTE Enrolment Statement for Year Ending March 31, 2013, and
5.4 Auditor General of BC's Survey of Public Sector Board Members
Summary of Responses**

**Board Senate Task Force
on Bi-Cameral Governance**

A report regarding the Task Force work plan was reviewed.

Governance Committee

Election of Chair, Vice Chair

**Moved by Kim Richter, seconded by Jared Penland;
THAT the Board of Governors approve the following appointments
effective September 1, 2013 to August 31, 2014:**

Board Chair: Shane King

Board Vice Chair: Lisa Skakun

MOTION CARRIED

Measurements for Strategic Plan

Kathleen Bigsby presented various methods under consideration for measurement of the Strategic Plan goals. It was noted that early data collection could mitigate risks. Data collection would be generated both internally and externally, and needs to be reliable and consistently available to have value. Three 'measures' will be conducted during the life of the Vision 2018 Strategic Plan.

Board Meeting Schedule 2014

Moved by Jared Penland, seconded by Sandra Hoffman;
THAT the Board of Governors approve the Board meeting dates for 2014.
MOTION CARRIED

Board Committee Membership

Moved by Yuri Fulmer, seconded by Lisa Skakun;
THAT the Board of Governors approve the Board Committee membership
as presented.

MOTION CARRIED

***Search Advisory, Appointment and Re-appointment of Senior Academic
Administrator Positions***

Procedures to be reviewed at a future meeting.

Moved by Kim Richter, seconded by Shane King;
THAT the Board of Governors approve the *Search Advisory, Appointment
and Re-appointment of Senior Academic Administrator Positions* Policy.

MOTION CARRIED

Appointment of Senate Representative

Moved by Kim Richter, seconded by Sandra Hoffman;
THAT the Board of Governors appoint Kristan Ash as the Board
representative to Senate.

MOTION CARRIED

Appointment of Post-Secondary Employer's Council Representative

Moved by Kristan Ash, seconded by Sandra Hoffman;
THAT the Board of Governors appoint Lisa Skakun as the Board
representative to the Post-Secondary Employer's Council.

MOTION CARRIED

Appointment of Chancellor Search Advisory Committee Representatives

Moved by Lisa Skakun, seconded by Shane King;
THAT the Board of Governors approve the appointment of Launi Skinner
and Sandra Hoffman as Board representatives on the Chancellor Search
Advisory Committee.

MOTION CARRIED

**Finance and Audit
Committee**

Audited Financial Statements for Year Ending March 31, 2013

The financial statements were discussed. KPU is in a balanced budget
position. Thanks were expressed to the Finance Department personnel for
their work, especially given the new financial format required this year.

Moved by Sandra Hoffman, seconded by Yuri Fulmer;
THAT the Board of Governors approve the Kwantlen Polytechnic University Audited Financial Statements for the Year Ended March 31, 2013.

MOTION CARRIED

Re-appointment of Auditors

Moved by Shane King, second by Kristan Ash;
THAT the Board of Governors re-appoint KPMG as Kwantlen Polytechnic University's external auditors.
MOTION CARRIED

Response to Senate Standing Committee on the University Budget Report

Moved by Kristan Ash, seconded by Lisa Skakun;
THAT the Board of Governors approve the Board's response to Senate's budget development questions.
MOTION CARRIED

ACTION: Shane King will attend the June 24, 2013 Senate meeting to present the Board's response.

Student Affairs

Ron Maggiore presented a report from the Student Affairs Division. The draft admissions framework project will be reviewed at Senate at the June meeting, and will come to the Board for approval in September.

Human Resources Committee

Board Manual Revisions - Appendix H

Discussion occurred as to whether the HR Committee only, or the full Board should appoint the Provost and Vice Presidents

Moved by Shane King, seconded by Kristan Ash;
THAT the Board of Governors approve Appendix H – Appointment, Termination and Promotion of Employees, for placement in the Board Governance Manual,

AND

THAT the Board of Governors rescind Policy 2.2, *Accountability of the President.*

Amendment moved by Kim Richter, seconded by Yuri Fulmer;
THAT that the Provost and Vice Presidents be appointment by the full Board of Governors.

AMENDMENT CARRIED

AMENDED MOTION CARRIED

Board Manual Revision - Succession Planning

**Moved by Lisa Skakun, seconded by Jared Penland;
THAT the Board of Governors approve revisions to the Board Governance Manual delegating the senior management succession framework and plan to the Human Resources Committee as outlined in the accompanying document.**

It was determined that the full Board should approve the President's succession plans. Revisions to the Board Governance Manual as proposed are unnecessary. The motion was withdrawn.

Chancellor Selection Procedures:

**Moved by Shane King, seconded by Jared Penland;
THAT the Board of Governors approve the Procedures for the Selection of the Chancellor.**

MOTION CARRIED

Chancellor Selection Criteria

**Moved by Sandra Hoffman, seconded by Kristan Ash;
THAT the Board of Governors approve the Chancellor Selection Criteria.**

MOTION CARRIED

Chancellor Role Description

**Moved by Kristan Ash, seconded by Shane King;
THAT the Board of Governors approve the Chancellor Role Description.**

MOTION CARRIED

Annual President Evaluation Tool

Alan Davis left the meeting.

**Moved by Kristan Ash, seconded by Lisa Skakun;
THAT the Board of Governors approve the Annual President Evaluation Tool.**

MOTION CARRIED

Alan Davis returned to the meeting.

President's Report

A report was received.

Senate Report

The President updated the Board on Senate activities.

Conference Reports

Association of Governing Boards (AGB) Conference

Attendees presented verbal and written reports. The conference was informative and provided educational and networking opportunities for the Board members who attended.

Canadian University Boards Association (CUBA) Conference

The Chair and the University Secretary attend this annual conference. The Chair provided a verbal report.

**Next Meeting Agenda
Contribution**

The following items were suggested for future meeting agendas:

- Update on Risk Management – presentation request
- Update on Trades & Technology - presentation request

Suggestions may be forwarded to S.Klassen.

ACTION: S. Klassen to email members with a link to speakers notes from the AGB conference, and circulate books from the conference.

For the Good of the Order

Outgoing Chair, Gord Schoberg was thanked for his work. Gord responded with remarks regarding Board accomplishments. Gord will continue on as a Member at Large for the remainder of his appointment.

**Evaluation of the Board as
a Group**

Jared Penland observed that the meeting went well, noting that the Framework for Growth in International Education presentation was informative and useful, that members stayed focused on meeting business and constructive decisions were made.

Information Package

Information included an updated events calendar.

Adjournment

Meeting adjourned at 6:12pm

BOARD CHAIR

BOARD ITEM / Consent Agenda

Issue: KPU Foundation Board Appointee

For Information:

The Board Governance Manual states:

2.7 BOARD RELATIONS WITH THE KWANTLEN FOUNDATION

The Board recognizes and supports the important fundraising work done by the Kwantlen Polytechnic University Foundation (the “Foundation”) to fund KPU’s key strategic priorities.

To support the Foundation’s work, the Board:

- a) appoints a Board Member to the Foundation Board;¹ and
- b) asks each Board Member to make a meaningful gift to the Foundation, commensurate with his or her means.

Launi Skinner’s appointment to the KPU Foundation has been completed and Sandra Hoffman has volunteered to be the Board’s representative on the KPU Foundation.

For Approval:: **THAT the Board of Governors appoint Sandra Hoffman to the KPU Foundation as the Board liaison for a one-year term beginning September 19, 2013.**

¹ Foundation Bylaws, s. 37.



BOARD ITEM / Consent Agenda

Issue: **Board Committee Membership Revisions**

For Information: Changes:

Appeals Tribunal, Non-academic Misconduct: Remove Shane King, add Ken Tung

Finance and Audit Committee: Launi Skinner becomes Vice Chair, Yuri's replacement will join this committee

Human Resources: Gord Schoberg becomes Vice Chair and Launi Skinner moves to member only of committee.

For Approval:: **THAT the Board of Governors approve revisions to Board Committee membership.**



Issue: First Quarter Financial Report

For Information: Kwantlen Polytechnic University
Quarterly Projections for Operating Funds
For Quarter Ending June 30, 2013

Notes for June 2013 quarterly projections:

Revenue:

- Ministry Grant funding is on target to what has been indicated by the Ministry that KPU will receive for FY14.
- Domestic tuition is on target, the projected tuition budget included a 2% increase in enrollment and fees.
- International tuition is tracking above budget as the early indicators are that enrollments are up for the period.

Expenses:

- Salaries and benefits are on target, the projected budget factored in the progression through salary steps and across the board increases, and increase to benefits costs.
- Non salary expenses are tracking lower than last year at this time. KPU is continuing to encourage all faculties and units to tighten controls over non-salary spending and to spend wisely. The change in % from the previous year's Q1 is due to timing and Faculty's generally do not start to buy for the fall semester until July/August timeframe.

At this time, the expectation with domestic enrollment being on target to budget, other inflationary factors and international tracking above budget; expectation is that the surplus should be similar to FY 13. However, it is a quesstimate at this time as the Fall and Spring semesters are the true indicators of how KPU will end the fiscal year.

Kwantlen Polytechnic University
Quarterly Projection of Operating Funds *
For Quarter Ending June 30, 2013

(in thousands)	Annual Budget FY13/14	Quarter ending June 30, 2013	Quarter 1 Actual % of Budget FY13/14	Quarter 1 Actual % of Budget FY12/13	Projection to March 31, 2014
Revenue:					
Grants	70,014	18,061			70,000
Domestic tuition	37,531	6,583			37,500
International tuition	13,009	3,405			13,100
Access and other fees	4,732	2,537			4,700
Interest, shop earnings and other income	3,640	632			3,600
	<u>128,926</u>	<u>31,217</u>	24%	24%	<u>128,900</u>
Expenses:					
Salaries	87,186	18,701			87,200
Benefits	20,292	4,594			20,300
Salaries and benefits	<u>107,478</u>	<u>23,295</u>	22%	23%	<u>107,500</u>
Travel and professional development	2,214	98			2,200
Supplies	4,375	861			4,400
Fees and services	4,192	696			4,200
Facilities	5,920	1,803			5,900
Leases, property taxes and insurance	352	100			400
Contributions to Kwantlen Polytechnic Univer:	1,000	1,000			1,000
Transfers to other funds	4,435	4,435			4,400
Non-salary expenses	<u>22,488</u>	<u>8,993</u>	40%	45%	<u>22,500</u>
	<u>129,967</u>	<u>32,287</u>	25%	27%	<u>130,000</u>
Excess of revenue over expenses	<u>(1,041)</u>	<u>(1,070)</u>			<u>(1,100)</u>

**** includes Revenue Generating activities***



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Board:
Meeting Date:
Schedule No.:

Regular
September 18, 2013
5.6

Issue: HSBC Investment Report

For Information: Attached is the HSBC Report, dated September 4, 2013.

For reference, please see Policy E.11 [Investment Policy Statement & Strategies](#).



TAXI
PARISIEN

Kwantlen Polytechnic University

Portfolio Review Meeting

Presented by:

George Popov, Vice President, Institutional Investments

September 4, 2013

RESTRICTED

HSBC 
Global Asset Management



Agenda

- ▶ Performance Review
- ▶ Economic Outlook

Investment Objectives*

Objective

- ▶ Achieve growth of capital equal or greater than the rate of inflation
- ▶ Exceed return of a blend of 50% DEX Short Term Bond Index (1-5 years) and 50% DEX Mid Term Bond Index (5-10 years)

Constraints

- ▶ Minimum Credit Quality of 'BBB' to a maximum of 10% of the portfolio
- ▶ Maximum 10% single issuer except for government issues or guarantees
- ▶ Maximum term of any single investment not to exceed 10 years less a day
- ▶ Money Market investments to be rated at least R1(m)
- ▶ Maximum 50% in Corporate issues

* Investment Policy Statement dated March 2013

So Far in 2013....

Canadian Bond Market Review

YTD Returns to July 31, 2013

DEX Bond Indices Returns (%)				
Index	YTD	Federal Issues	Provincial Issues	Corporate Issues
Short Term (1-5 years)	0.69	0.45	0.53	1.14
Mid Term (5-10 years)	-1.12	-2.12	-1.15	0.21
Long Term (10+ years)	-5.17	-6.61	-5.43	-2.79
Universe	-1.49	-1.52	-2.88	0.05
91 Day T-Bills	0.58	-	-	-

Source: PC Bond

The Corporate sector has continued to outperform the Government sector thus far in 2013. Longer dated maturities have underperformed as yields have risen.

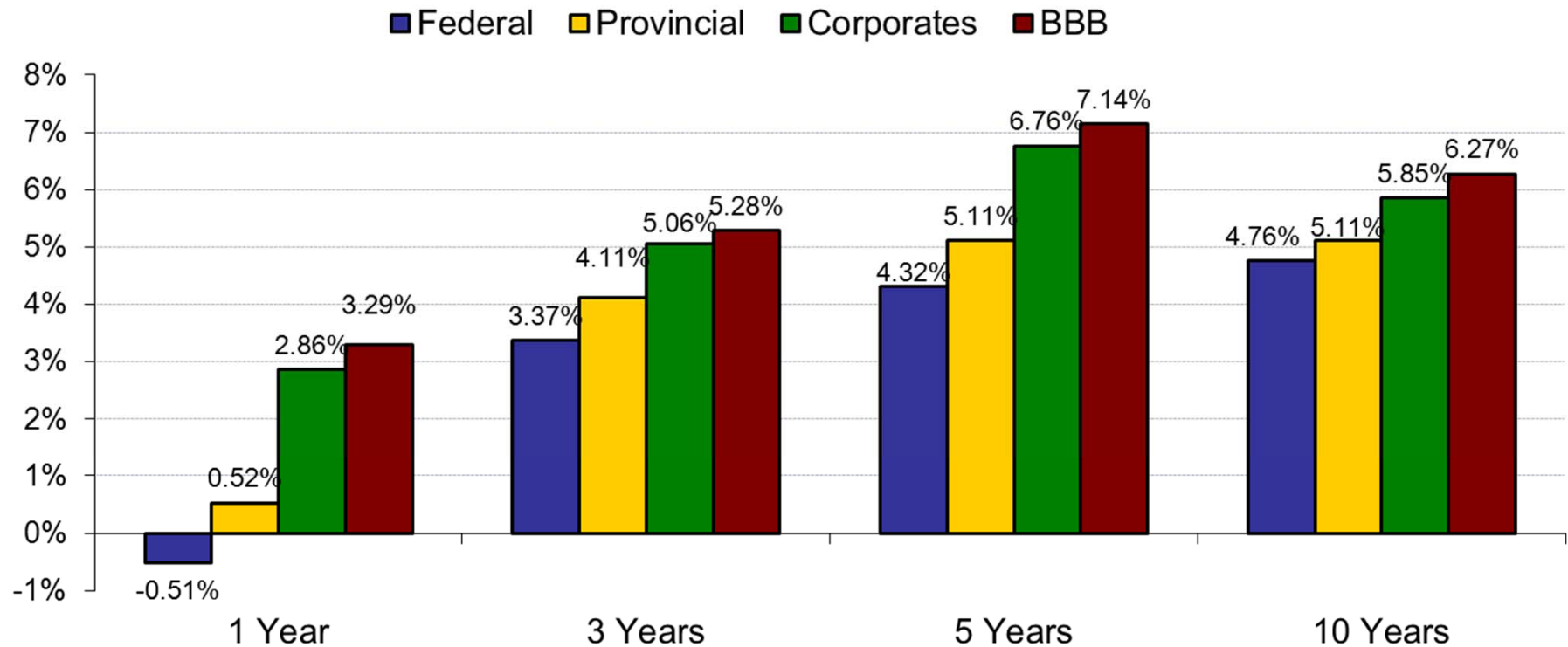
Change in Yields

	Dec 31 2010	Dec 31 2011	Dec 31 2012	Jul 31 2013	Change in 2013
Bank of Canada Rate	1.00%	1.00%	1.00%	1.00%	0.00%
Canadian Prime Rate	3.00%	3.00%	3.00%	3.00%	0.00%
2 Year Canadas	1.68%	0.96%	1.14%	1.15%	0.01%
5 Year Canadas	2.42%	1.28%	1.38%	1.74%	0.36%
10 Year Canadas	3.12%	1.94%	1.80%	2.45%	0.65%
30 Year Canadas	3.53%	2.49%	2.37%	2.97%	0.60%

Source: PC Bond Analytics, TD Newcrest & Bloomberg

Improving global economic conditions and concerns surrounding monetary policy pushed yields higher in the last several months. The yield curve in Canada has steepened.

50% DEX Short Term Bond Index and 50% DEX Mid Term Bond Index Sector Returns to July 31, 2013



Source: PC Bond Analytics

- ▶ As expected Corporates (and BBB issues in particular) have outperformed Federal issues.

Portfolio Investment Returns

Performance has been positive for all periods and ahead of the benchmark.

Periods ending July 31, 2013

	5 Years* %	4 Years* %	3 Years* %	2 Years* %	1 Year %	Year-to- Date %
TOTAL FUND	5.78	4.98	4.37	3.72	1.70	0.22
Benchmark***	-	4.60	4.05	3.36	0.81	-0.22
Market Indices**						
DEX 91 Day T-Bills	1.00	0.82	0.97	1.00	1.05	0.58
DEX Short Term Bond	3.97	3.12	2.74	2.31	1.58	0.69
DEX Mid Term Bond	6.44	6.07	5.36	4.41	0.04	-1.12
DEX Universe Bond	5.38	5.03	4.50	3.60	-0.64	-1.49

* Annualized

** Source: 2099242 Ontario Inc. (doing business as PC-Bond) Copyright PC-Bond 2007. All rights reserved. The information contained herein may not be redistributed, sold or modified or used to create any derivative work without the prior written consent of PC-Bond.

*** Effective October 2008:

50% DEX Short Term Bond Index

50% DEX Mid Term Bond Index

Comparison of portfolio to 50% DEX Short Term Bond Index and 50% DEX Mid Term Bond Index as at July 31, 2013

	Bond		DEX Universe Bond Index	
	%	Duration	%	Duration
Federals	26.7	5.4	43.0	4.6
Provincials	19.1	5.5	25.0	4.7
Municipals	1.0	7.2	1.7	4.5
Corporates	47.9	3.7	30.3	4.4
Mortgage-Backed Securities	2.8	0.8	-	-
Cash & Short Term	2.5	0.1	-	-
Total	100.0	4.5	100.0	4.5

Note: numbers may not add to 100 due to rounding

Source: PC Bond

- ▶ Portfolio duration has been below the Index, but more recently it has been neutralized.
- ▶ With the view that Government of Canada bond yields may rise throughout 2013, underweight Federal issues.
- ▶ Given the attractive yields, continue to be overweight Corporate bonds.

Fixed Income

What is our current view?

Improving global growth, particularly in the US, and concerns surrounding the evolution of US monetary stimulus have pushed yields higher. While higher yielding sectors have under performed recently, investors are expected to continue to search for yield in what is still a low interest rate environment

- ▶ Yields are still at historically low levels even after the recent rise – average yield in the Canadian bond market was 2.64% at July 31st.
- ▶ Inflation remains well contained.
- ▶ Yields are likely still going to rise, putting pressure on bond prices, but remain sensitive to exogenous shocks.
- ▶ Government yields are expected to rise modestly (25 basis points) over the next year.
- ▶ Expect Bank of Canada to leave rates unchanged in 2013.

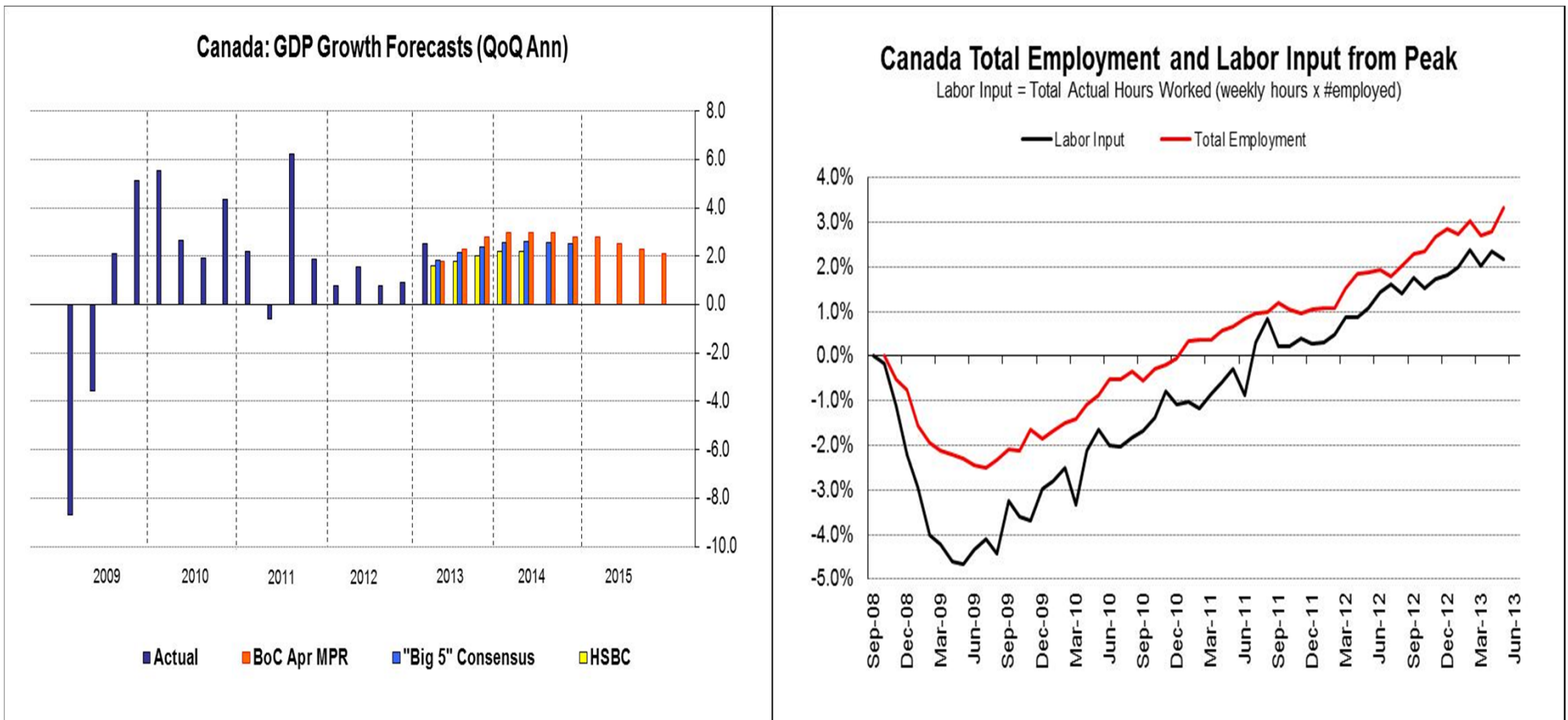
Within fixed income, we...

- ▶ Have positioned the portfolio defensively with respect to interest rate risk.
- ▶ Continue to prefer higher yield options such as corporate debt.

Canadian Economic Environment

Modest growth supported by employment and trade...

- ▶ Canadian economic growth is expected to improve in H2 2013 and 2014, yet will remain relatively uninspiring.
- ▶ The labour market continues to improve and support the consumer.



Source: Bloomberg

North American Overnight Rates

Stable for the foreseeable future...

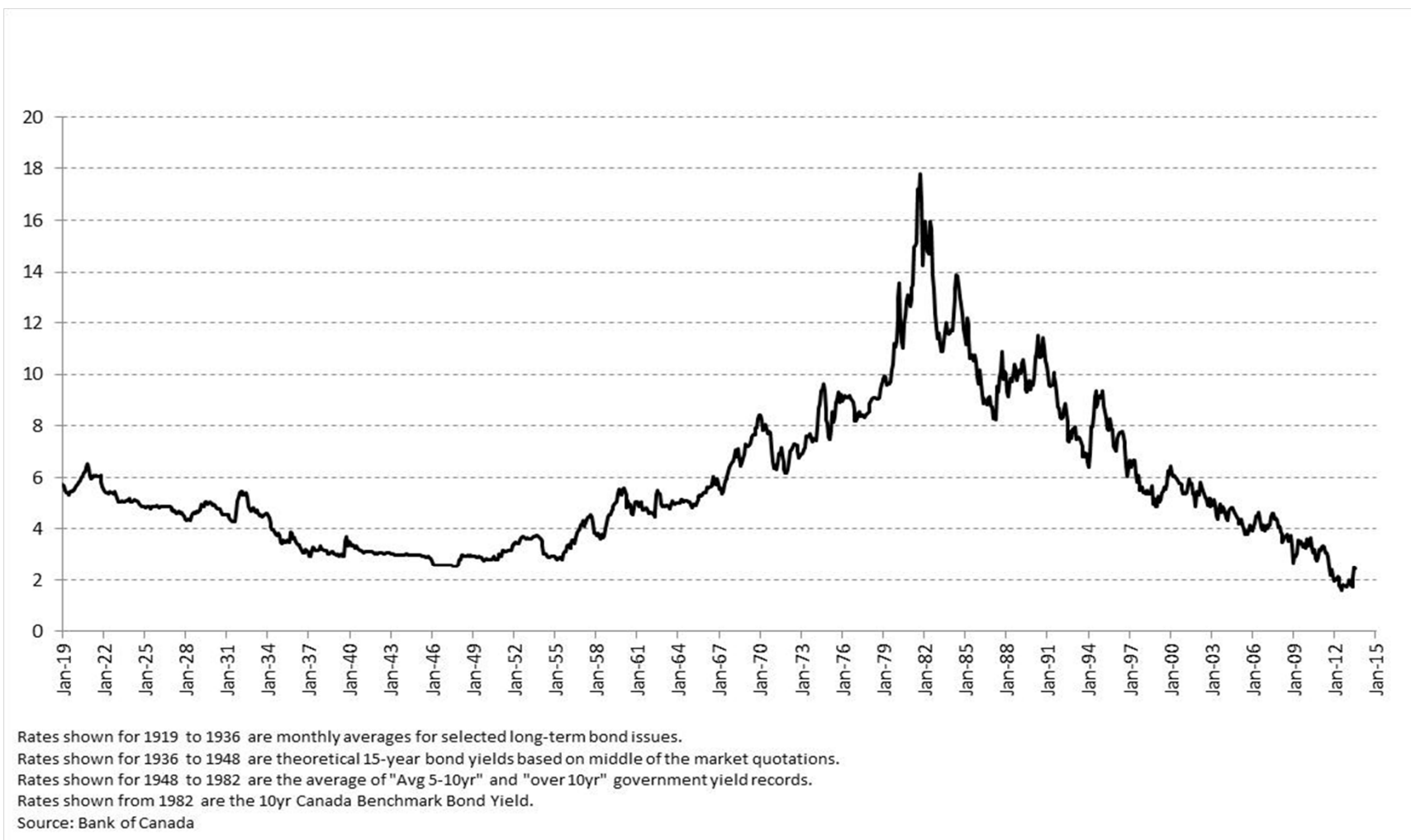
- ▶ The market expects the Bank of Canada and the Federal Reserve to leave overnight rates unchanged until late 2014.

Bank of Canada										
Current Policy Rate		1.00%								
Meeting Date	Implied Rate (%)	Cumulative Implied chg (bp)	Probabilities for cumulative implied change							
			+25bp	+50bp	+75bp	+100bp	+125bp	+150bp		
4-Sep-13	1.01	0.5	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	>80%
23-Oct-13	1.02	2.0	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>80%	>80%
4-Dec-13	1.03	3.0	12.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>60%	>60%
22-Jan-14	1.07	7.0	28.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>40%	>40%
5-Mar-14	1.11	11.0	44.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
16-Apr-14	1.15	15.0	60.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
4-Jun-14	1.19	19.0	76.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
16-Jul-14	1.24	23.5	94.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
3-Sep-14	1.29	28.5	100.0%	14.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
22-Oct-14	1.33	33.0	100.0%	32.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
3-Dec-14	1.39	39.0	100.0%	56.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
21-Jan-15	1.46	46.0	100.0%	84.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
4-Mar-15	1.54	54.0	100.0%	100.0%	16.0%	0.0%	0.0%	0.0%	>20%	>20%
15-Apr-15	1.62	62.0	100.0%	100.0%	48.0%	0.0%	0.0%	0.0%	>20%	>20%
3-Jun-15	1.70	70.0	100.0%	100.0%	80.0%	0.0%	0.0%	0.0%	>20%	>20%
15-Jul-15	1.78	78.0	100.0%	100.0%	100.0%	12.0%	0.0%	0.0%	>20%	>20%

U.S. Federal Reserve										
Current Policy Rate		0.00% - 0.25% band								
Meeting Date	Implied Rate (%)	Cumulative Implied chg (bp)	Probabilities for cumulative implied change							
			+25bp	+50bp	+75bp	+100bp	+125bp	+150bp		
18-Sep-13	0.111	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	>80%
30-Oct-13	0.118	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>80%	>80%
18-Dec-13	0.127	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>60%	>60%
29-Jan-14	0.135	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>40%	>40%
19-Mar-14	0.161	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
30-Apr-14	0.173	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
18-Jun-14	0.199	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
30-Jul-14	0.224	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
17-Sep-14	0.257	0.7	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
29-Oct-14	0.298	4.8	19.2%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
17-Dec-14	0.344	9.4	37.6%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
28-Jan-15	0.403	15.3	61.2%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
18-Mar-15	0.480	23.0	92.0%	0.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
29-Apr-15	0.560	31.0	100.0%	24.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
17-Jun-15	0.650	40.0	100.0%	60.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%
29-Jul-15	0.750	50.0	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	>20%	>20%

Source: Bloomberg

Historical yield of 10 year Canadas



- ▶ For 2013 we see positive but modest global growth. Accommodative Monetary Policy will be offset somewhat by restrictive fiscal policy.
- ▶ We expect Canada to continue to stand out for its sound fiscal policy, solid fundamentals and leadership position in several key resource sectors. While growth will remain relative slow, it will be positive. Inflation remains well contained.
- ▶ While US quantitative easing is expected to be “tapered” in Q4, we fully expect the Fed to take a gradual, measured approach to unwinding monetary stimulus.
- ▶ Central Bank Interest rates will stay at current low levels, while bond yields will drift somewhat higher.
- ▶ The corporate and provincial bond markets remain important vehicles to generate income.



**KWANTLEN
POLYTECHNIC
UNIVERSITY**

Board:
Meeting Date:
Schedule No.:
:

Regular
September 18, 2013
5.7

Issue: RBC Investment Report

For Information: Attached is the RBC Report, dated September 4, 2013.

For reference, please see Policy E.11 [Investment Policy Statement & Strategies](#).



Kwantlen Polytechnic University Board Finance & Audit Review September 4, 2013

Fixed Income Market – Key Developments this Quarter

- Federal Reserve Chairman, Ben Bernanke, sparked **fear of an end to quantitative easing**. Continued worries that the Federal Reserve buy-back would end sooner than expected profoundly impacted global bond markets.
- Government of Canada **yields moved significantly higher**.
- **Continued weakness in Canadian economic data**, evidenced by moderate job gains, soft CPI and retail sales data, and cooling housing market activity.
- **Signs of froth that may be emerging in credit markets** are another headwind facing bond investors.
- Despite recent volatility, conditions remain robust on new issue front. Global investment grade issuance is exceeding last year's record pace on year-to-date basis.

Portfolio Strategy

- KPU Performance
 - Relevant Benchmark
 - 50% Dex Short Term Bond Index (1-5 years) – Average 2.87 Years
 - 50% Dex Mid Term Bond Index (5-10 years) – Average 7.32 Years
 - Kwantlen Portfolio
 - **Short relative to benchmarks by necessity**
 - 62% of portfolio matures in less than 18 month, 73% in less than 2 years
 - **Short-end paid off this year**
 - Fiscal Year 2013: 2.24% vs 2.87% Dex Short Term, 5.80% Mid Term
 - **1st Quarter 2014: -0.16% vs -0.59% Dex Short Term, -5.17% Mid Term**
 - Short-end also poses largest risk going forward
 - Having sat out pain of last quarter, there is opportunity to move funds in 5-10 year range, even if rates rise
- Focus on capital preservation guides us to 5-10 year high quality Provincial and corporate bonds.
 - Small compensation for credit risk. Extra yield in corporate bond market at lowest level in 5 years.
 - Do not foresee a change in interest rates from Bank of Canada in near future (below-trend CPI and stagnating employment growth supportive of short-intermediate parts of curve).
 - 5-10 year part of curve is primary focus; this component most likely to benefit from Bank of Canada's softening language.



- Potential Liquidity problem on horizon – we favour higher rated bonds as a safeguard
- Managing correlations just as important as managing yields in low rate environment. Focus on balanced sector exposure.

Corporates

Best value in 4-7 year range (A or better ratings Yield to Maturity range is 2.9 to 4.0%) *

Provincials

Best value in 7-10 year issued by western provinces (AAA ratings Yield to Maturity range is 3.0 to 3.3%)*

* As of August 26th

KWANTLEN POLYTECHNIC UNIVERSITY

Current Holdings

August 26, 2013



RBC Wealth Management
Dominion Securities

The Basran Wealth Management Group

Rating	Class	Maturity	Instrument	Quantity	Price	Cost	MV*	Yield
ACCOUNT 360-79615-17								
N/A	Cash and Cash Equivalents		Cash	24	1	24.41	24.41	
N/A	Cash and Cash Equivalents		RBC INVESTMENT SAVINGS ACCOUNT SR F (2011)	848	10	8,480.54	8,480.54	
Total Cash & Equivalents							8,504.95	
N/A	Bank Certificates/Deposits	1/23/2014	VANCTTY CREDIT UNION GIC - ANNUAL DUE 01/23/2014 1.900000%	4,600,000	100.00	4,600,000.00	4,600,000.00	1.9
Total Bank Certificates/Deposits							4,600,000.00	
Total							4,608,504.95	
ACCOUNT 360-29885-15								
N/A	Cash & Equivalents		Cash	16,845	1	16,844.53	16,844.53	
N/A	Cash & Equivalents		RBC INVESTMENT SAVINGS ACCOUNT SR F (2011)	97,324	10	973,237.30	973,237.30	
Total Cash & Equivalents							990,081.83	
AA-	Provincial/State	12/2/2013	PROVINCE OF ONTARIO 3.50% INT ONLY SEMIANN PACKAGE DUE 12/02/2013 3.5%	387,000	100.93	388,238.40	390,602.97	0.1
A+	Provincial/State	2/15/2014	HYDRO QUEBEC INTEREST ONLY PACKAGE 2.75% SEMI 8/15/09 DUE 02/15/2014 2.75%	200,000	100.61	197,166.64	201,220.00	1.5
AAA	Federal Government	3/15/2015	CANADA HOUSING TRUST NO.1 CMBS SERIES 33 DUE 03/15/2015 2.950000%	639,000	102.58	641,592.71	655,479.81	1.3
AA-	Provincial/State	3/8/2016	PROVINCE OF ONTARIO DUE 03/08/2016 4.400000%	370,000	106.88	385,810.21	395,444.90	1.6
AAA	Federal Government	6/15/2016	CANADA HOUSING TRUST NO.1 DUE 06/15/2016 2.750000%	525,000	103.10	524,375.25	541,264.50	1.6
A+	Provincial/State	12/1/2016	FINANCEMENT QUEBEC DUE 12/01/2016 3.500000%	494,000	104.87	501,076.55	518,077.56	2
AAA+	Provincial/State	11/19/2017	CPN PROVINCE OF BRITISH COLUMBIA BOOK ENTRY ONLY DUE 11/19/2017	339,635	90.75	299,999.59	308,218.76	2.3
AAA	Provincial/State	12/15/2022	PROVINCE OF ALBERTA DEBENTURE DUE 12/15/2022 2.550000%	301,000	93.38	296,965.60	281,064.77	3.4
Total Government							3,291,373.27	
AAA	Corporate	3/25/2015	BANK OF NOVA SCOTIA SENIOR DEPOSIT NOTES DUE 03/25/2015 3.340000%	350,000	102.44	347,270.00	358,526.00	1.8
A	Corporate	2/15/2016	GREATER TORONTO AIRPORTS AUTHORITY MTN SR.2005-3 DUE 02/15/2016 4.7%	113,000	106.67	112,930.39	120,541.62	1.9
AA	Corporate	7/25/2019	WELLS FARGO CANADA CORP MED TERM NTS DUE 07/25/2019 2.944000%	340,000	98.42	339,796.00	334,624.60	3.2
BBB	Corporate	10/14/2022	FAIRFAX FINANCIAL HOLDINGS LTD SENIOR NOTES DUE 10/14/2022 5.840000%	320,000	101.54	342,656.00	324,937.60	5.6
A-	Corporate	3/31/2023	BROOKFIELD ASSET MGMT INC MED TERM NTS DUE 03/31/2023 4.540000%	285,000	99.53	299,250.00	283,666.20	4.6
Total Corporate							1,422,296.02	
N/A	Bank Certificates/Deposits	1/22/2014	VANCTTY CREDIT UNION GIC - ANNUAL DUE 01/22/2014 1.900000%	100,000	100.00	100,000.00	100,000.00	1.9
N/A	Bank Certificates/Deposits	2/3/2014	HSBC BANK GIC - ANNUAL COMPOUND DUE 02/03/2014 2.300000%	100,000	103.63	100,000.00	103,627.80	2.2
N/A	Bank Certificates/Deposits	3/6/2014	HSBC BANK GIC - ANNUAL DUE 03/06/2014 2.200000%	100,000	100.00	100,000.00	100,000.00	2.2
N/A	Bank Certificates/Deposits	5/2/2014	AGF TRUST GIC - ANNUAL COMPOUND DUE 05/02/2014 2.460000%	95,000	103.25	95,000.00	98,091.68	2.4
N/A	Bank Certificates/Deposits	5/2/2014	B2B TRUST GIC - ANNUAL COMPOUND DUE 05/02/2014 2.400000%	95,000	103.17	95,000.00	98,015.97	2.4
N/A	Bank Certificates/Deposits	5/2/2014	EQUITABLE TRUST GIC - ANNUAL COMPOUND DUE 05/02/2014 2.530000%	95,000	103.35	95,000.00	98,180.03	2.5
N/A	Bank Certificates/Deposits	5/2/2014	HOME TRUST COMPANY GIC - ANNUAL COMPOUND DUE 05/02/2014 2.600000%	95,000	103.44	95,000.00	98,268.38	2.6
N/A	Bank Certificates/Deposits	5/2/2014	HOMEQUITY BANK GIC - ANNUAL COMPOUND DUE 05/02/2014 2.500000%	95,000	103.31	95,000.00	98,142.13	2.5
N/A	Bank Certificates/Deposits	5/2/2014	LAURENTIAN BANK GIC - ANNUAL COMPOUND DUE 05/02/2014 2.400000%	95,000	103.17	95,000.00	98,015.97	2.4
N/A	Bank Certificates/Deposits	5/2/2014	LBC TRUST GIC - ANNUAL COMPOUND DUE 05/02/2014 2.400000%	95,000	103.17	95,000.00	98,015.97	2.4
N/A	Bank Certificates/Deposits	5/2/2015	RESMOR TRUST COMPANY GIC - ANNUAL COMPOUND DUE 05/02/2014 2.550000%	95,000	103.37	95,000.00	98,205.21	2.5
N/A	Bank Certificates/Deposits	1/22/2015	CDN WESTERN BANK GIC - ANNUAL COMPOUND DUE 01/22/2015 2.150000%	100,000	101.27	100,000.00	101,272.30	2.1
N/A	Bank Certificates/Deposits	1/22/2015	ROYAL BANK OF CANADA GIC - ANNUAL COMPOUND DUE 01/22/2015 2.100000%	100,000	101.24	100,000.00	101,242.70	2.1
Total Bank Certificates/Deposits							1,291,078.14	
Total							6,994,829.26	
Total Combined Portfolio							11,603,334.21	

*** Funds available now or maturing in next 6 months (approximately \$1,895,000)

Portfolio Review

Merge Number: 36029885-000-M **IA Code:** TT3 **Period From:** Apr. 01, 2012 - Mar. 31, 2013
Merge Name: KWANTLEN POLYTECHNIC CONSOL **Currency:** CANADIAN DOLLARS

Investment Return	Period From : Apr. 01, 2012 - Mar. 31, 2013
Interest	170,169.84
Dividends	0.00
Managed Fund Distribution	12,972.18
Other Distributions	0.00
Change in Market Value	-5,692.86
Total Investment Return	177,449.16
Rate of Return %	2.24%

Capital Review	Period From : Apr. 01, 2012 - Mar. 31, 2013
Beginning Portfolio Value	6,930,123.06
Deposits/Transfer Ins	4,600,000.00
Withdrawals/Transfer Outs	0.00
Total Investment Return	177,449.16
Ending Portfolio Value	11,707,572.22

For the current period:

Your Beginning Portfolio Value includes accrued interest of	36,849.02
Your Ending Portfolio Value includes accrued interest of	39,554.66

① This statement should not be used for income tax reporting purposes.

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Portfolio Review

Merge Number: 36029885-000-M **IA Code:** TT3 **Period From:** Apr. 01, 2013 - June 30, 2013

Merge Name: KWANTLEN POLYTECHNIC CONSOL **Currency:** CANADIAN DOLLARS

Investment Return	Period From : Apr. 01, 2013 - June 30, 2013
Interest	44,309.26
Dividends	0.00
Managed Fund Distribution	4,325.07
Other Distributions	0.00
Change in Market Value	-67,143.26
Total Investment Return	-18,508.93
Rate of Return %	-0.16%

Capital Review	Period From : Apr. 01, 2013 - June 30, 2013
Beginning Portfolio Value	11,707,572.22
Deposits/Transfer Ins	4,611,500.00
Withdrawals/Transfer Outs	-4,611,500.00
Total Investment Return	-18,508.93
Ending Portfolio Value	11,689,063.29

For the current period:

Your Beginning Portfolio Value includes accrued interest of	39,554.66
Your Ending Portfolio Value includes accrued interest of	70,522.73

① This statement should not be used for income tax reporting purposes.

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BOARD ITEM / Consent Agenda

Issue: Assignment of New Board Member Mentors

For Information: Mentors for the new Board Members have been appointed as outlined in the Board Governance Manual.

Board Member

Harpreet Bhatti
Chris Girodat
Richard Hosein

Mentor

Shane King
Lisa Skakun
Gord Schoberg

Board Governance Manual excerpt on the Role of a Mentor:

19.4Mentor

The Board Chair assigns a current Board Member as a mentor to each new Board Member. The mentor acts as a resource and advisor at the start of the new Member's tenure. This mentoring program provides the new Board Member with a chance to get comfortable with his or her new role, and to interact one-on-one with someone who may have experience in the areas in which the new Board Member has any questions. It is also an opportunity for the new Board Member to become acclimatized to the Board, by gaining a sense of its culture, and to meet other Members in informal situations.

The mentor:

- a) follows up after Board meetings to debrief and answer questions, including basic questions that it might be easier for the new Board Member to ask of a mentor than of an entire Board;
- b) encourages the new Member to actively participate in the Board;
- c) initiates informal contact between Board meetings for the first few months of a new Board Member's tenure, to facilitate an ongoing discussion of 'how' to be a Board Member of KPU;
- d) provides advice and direction to the new Member as required, including with respect to, for example:
 - i) Board norms and behaviours;
 - ii) the background of any current controversies; and
 - iii) history of major Board/organizational issues;
- e) assists the new Board Member to access resources and information as needed; and

f) provides feedback to the Governance Committee on the Board's orientation process to address information gaps or areas that have been overlooked for the future benefit of new Board Members.



BOARD ITEM / New Business

Issue: **Program Concept: BSc Minor in Medicinal Chemistry**

For Information: Senate approved the Program Concept for a Minor in Medicinal Chemistry at its April 29, 2013 meeting.

The Finance & Audit Committee reviewed the Program Concept from the financial perspective on May 14, 2013 and recommended approval to the Board of Governors.

The Governance Committee reviewed the Program Concept on May 15, 2013, to ensure that it links to the University's mission and strategic objectives. It recommended approval to the Board.

As agreed by the Board/Senate Task Force on Bi-cameral Governance, a report from Senate is attached summarizing its assessment of the potential success of a program based on its review of the program concept document.

Betty Worobec, Deepani Indurugalla, Patrick Duffy are available to answer questions.

For Approval: **THAT the Board of Governors approve the Program Concept, Minor in Medicinal Chemistry.**

Report from Senate: Program Concept: Minor in Medicinal Chemistry

Senate reviewed and approved the program concept for the Minor in Medicinal Chemistry at the April 29, 2013 meeting. The document was thoroughly reviewed by the Senate Standing Committee on Curriculum before being recommended to Senate for approval.

The Minor in Medicinal Chemistry is seamlessly linked to the Bachelor of Science, Major in Biology but students may combine the minor with other BSc Majors, including Applied Psychology and Health Sciences (implementation date of fall 2013). Future degree development by the Faculty of Science and Horticulture may result in additional majors and minors that can be taken in conjunction with the Minor in Medicinal Chemistry.

First and second year Biology students were surveyed in the fall of 2012 to determine interest in a Minor in Medicinal Chemistry. Of the 504 students surveyed, 313 students (62%) expressed an interest in taking this minor in conjunction with their Biology major.

The minor supports Kwantlen's polytechnic mandate. Three of the five proposed courses have a lab component that will provide the hands-on experience necessary for a thorough understanding of the chemical techniques and instruments used in modern medicinal and analytical chemistry laboratories. The applied nature of these courses means that students acquire practical skills that are required by the job market and they can 'hit the ground running.' The letters of support all noted this unique element of the degree and praised it. There is an interdisciplinary component since students will combine this minor with a major or a second minor, providing them with an understanding of another discipline which is beneficial.

There was some discussion at the Senate Standing Committee on Curriculum about the specific jobs that are available for graduates.

Issues

The one issue that was raised had to do with budgetary requirements. The Senate Standing Committee on Curriculum reviews concept documents for curricular integrity and on this basis recommended Senate approve the proposal. There is a recognition that Science degrees come with additional costs.

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

A. Originating Group

1. Internal Developers

Developer:	Dr. Deepani Indurugalla Dr. Patrick Duffy	Faculty:	Science & Horticulture Science & Horticulture
Dean:	Dr. Elizabeth Worobec		Science & Horticulture

Date: February 12, 2013

If joint educational offering, name of other institution:

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

B. Basic Information

B.1 Name of proposed program

Minor in Medicinal Chemistry

B.2 Proposed credential to be granted

Minor in Medicinal Chemistry

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

A minor can be only combined with a major or second minor and credits can be accrued over the course of the four year degree. The credits required to satisfy a minor normally equal to two full time semesters of course work or less.

B.4 Anticipated start date of program:

We expect to launch Year 3 in the Fall of 2015

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

This program is selective entry.

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

Initial enrolments in the 3rd & 4th year for the BSc in Biology are anticipated approximately 35 students. We are expecting approximately 20 out of those 35 students will enroll for the Minor in Medicinal Chemistry.

A survey of students in first and second year Biology courses was conducted in September 2012 to determine interest in the B.Sc. Minor in Medicinal Chemistry. Of 504 students responding, 313 students (62%) expressed an interest in doing a Minor in Medicinal Chemistry with a Major in Biology. See Appendix F for details.

We are not restricting registration to Biology major students, however; any student who meets the prerequisite requirements for the 3rd year Medicinal Chemistry Courses is eligible to enroll.

C. Executive Summary

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

Medicinal chemistry is an important sub-discipline in chemistry that is primarily geared towards drug discovery and development. This focus on development of new synthetic drug compounds has resulted in the incorporation of many other disciplines, such as biology, biochemistry, molecular biology, toxicology and pharmacology into medicinal chemistry.

The Medicinal Chemistry Minor is designed to provide students with an in-depth knowledge of major areas of Medicinal Chemistry. In addition to this, three of the five proposed courses (18 credits) contain a laboratory component that will provide the hands-on experience necessary for a thorough understanding of the chemical techniques and instruments used in a modern medicinal and analytical chemistry laboratory.

The experience gained is squarely in line with both institutional and provincial priorities. According to the 2012/13-2014/15 service plan published by the Ministry of Advanced Education, B.C.'s post-secondary institutions need to focus on providing British Columbians with job-ready skills by offering programs that are relevant and anticipate future trends and labor market needs for those who choose to live, work and study in B.C.¹.

Whether combined with a BSc Major in Biology or any other suitable degree the proposed Minor in Medicinal Chemistry will provide students with a strong educational background, well-suited to both professional and technical careers in the life sciences. The minor would also be of interest to students considering a career in health-related occupations. Academically, students will be well prepared for graduate studies at a wide variety of post-secondary institutions.

Outside of academia, a wide array of employment opportunities exist for a student that graduates with Biology Major and a Medicinal Chemistry Minor. Employment prospects include pharmaceutical companies, biotechnology industry and government.

The proposed Minor in Medicinal Chemistry will also serve to demonstrate and enrich Kwantlen's role as a polytechnic university, both by offering an applied science degree to the student, and by addressing Kwantlen's institutional priorities, including Kwantlen's Mission and Mandate, in the following ways:

- It is consistent with and supportive of Kwantlen's commitment to degree education in the areas of applied science and technology.
- The use of existing (ASc in Science) and approved programs (BSc in Biology) of study both maximizes integration and minimizes the costs associated with developing the degree.

¹ <http://www.gov.bc.ca/aeit/>
Form Updated September 2010

- Pairing with degrees that are anticipated to be well enrolled (BSc in Biology), and offering courses that complement that degree well will help to ensure a significant pool of potential students.
 - Producing graduates with practical skills required for immediate entry into the job market will make the degree more attractive to students.
-

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

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

For students wishing to complete the Minor in Medicinal Chemistry the following admission requirements apply:

- Minimum grade of C in all of: CHEM 1110; CHEM 1210; CHEM 2311 or CHEM 3310; CHEM 2315; CHEM 2320; CHEM 2420; PHYS 1102 or 1220; and MATH 1220 or 1230 (or equivalents)
 - Cumulative GPA of 2.0
-

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

The program structure allows for both full and part-time studies. Some 1st year chemistry courses will continue to be offered during the evening.

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

Entry:

C or better for CHEM 1110, CHEM 1210, CHEM 2311 or CHEM 3310, CHEM 2315, CHEM 2320, CHEM 2420, PHYS 1102 or 1220, MATH 1220 or 1230.

Once these 1st & 2nd year courses have been completed, students will have met all the prerequisite requirements for the 3rd & 4th year Medicinal Chemistry courses.

Students wishing to transfer in from other institutions must meet the published admission requirements. Transferable courses may be used to satisfy admission requirements.

Exit:

By completing 18 credits of 3rd and 4th year Medicinal Chemistry courses, students may exit with a Minor in Medicinal Chemistry along with their Major.

Students may also exit with a Minor in Medicinal Chemistry along with their 2nd Minor (double minor) provided that they meet all requirements in the BSc. framework.

E. Student Profile

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

Our target students

- Students who have already declared a BSc Major wishing to do a Minor in Medicinal Chemistry
- Students who are planning to do double Minor
- Students who need 3rd or 4th year science/chemistry courses to meet degree requirements
- Working professionals

We anticipate that our target students will be reached largely by promotion within Kwantlen itself, since our target student group will, in the majority, already be present here.

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

The Chemistry Department at Kwantlen offers a wide range of courses to suit every need.

We offer courses for everyone including the beginner; our entry-level course, *Preparation for General Chemistry* (CHEQ 1094) requires only Pre-calculus and Foundations of Math 10 or an equivalent as a prerequisite. Taking CHEQ 1094 and CHEM 1105 (*Introductory Chemistry*) and any necessary Math prerequisites will give the solid foundation necessary to succeed in our first-year & second year chemistry courses.

Qualifying chemistry courses are offered in all three semesters and at multiple campuses.

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

Our Chemistry faculty comes from diverse backgrounds. This has made our faculty very accepting, open, and willing to help students. We feel this provides a very welcoming environment for students from a wide variety of backgrounds.

In addition to this, Kwantlen's small class sizes will allow students to establish good working student-teacher relationships more easily.

Finally, the availability of faculty and peer tutors at the Learning Centre provide additional support to any student who needs it, while reinforcing the close working relationship between student and teacher that Kwantlen fosters.

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

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

Program outcomes:

Medicinal Chemistry is an area of chemistry that emphasizes the design, synthesis and development of pharmaceutical drugs. The proposed Minor in Medicinal Chemistry combined with a BSc in Biology will provide students with a strong educational background, suited for both professional and technical careers in the life sciences. The Minor would also be of interest to students leaning towards a career in health-related occupations. According to the *British Columbia Labour Market Outlook: 2010-2020*, two of the three occupation groups expected to experience the strongest growth in demand in the province are Health Occupations and the Natural and Applied Sciences.²

Many options are also available to students wishing to pursue graduate studies after degree completion. Following completion of a Minor in Medicinal Chemistry in combination with a B.Sc. in Biology, a student could pursue further studies in a number of areas, including but not limited to: professional programs such as medicine, dentistry, pharmacy, occupational or physical therapy; graduate studies in Biology; or a technology diploma such as the medical lab technology diploma from BCIT.

Relationship to other programs at Kwantlen:

The proposed courses for the Medicinal Chemistry Minor are

- CHEM 4610 -Instrumental Analysis
- CHEM 3320 - Natural Products Chemistry
- CHEM 4320 -Drug Discovery, Design and Development
- CHEM 4330 -Modern Alchemy: An Introduction to Nuclear and Radiochemistry
- CHEM 4399-Current Topics in Medicinal Chemistry

The 3rd and 4th year courses for the Medicinal Chemistry Minor will all require completion of CHEM 1110 (The Structure of Matter) and CHEM 1210 (Chemical Energetics & Dynamics). In addition to this, both the CHEM 3320 (Natural Products Chemistry) and CHEM 4320 (Drug Discovery, Design and Development) courses will require completion of CHEM 2320 (Organic Chemistry I) and CHEM 2420 (Organic Chemistry II). CHEM 4610 (Instrumental Analysis) will require completion of CHEM 2315 (Analytical Chemistry). CHEM 4330 (Modern Alchemy: An Introduction to Nuclear and Radiochemistry) will require PHYS 1102 or 1220 and MATH 1220, or 1230. Students will also be required to have a cumulative GPA of 2.0 or better in order to enter to the program.

The 1st and 2nd year courses mentioned above are already a part of the Associate of Science program at Kwantlen, so that the Minor supports and/or is very dependent on current course offerings.

The Medicinal Chemistry Minor is also designed to work with current and planned degrees. Students can do a Medicinal Chemistry Minor in combination with the approved Biology Major degree, meaning that those degrees support the Minor, and the Minor supports them, since it gives students another finishing option for their degrees and enhances student choice.

Students can also do a Minor in Medicinal Chemistry in combination with the B.Sc. in Applied Psychology.

It should also be noted that one of the courses, CHEM 4610 (Instrumental Analysis), is also a part of the Physics for Modern Technology degree and so, even though there are unlikely to be many students in the Physics degree who choose the Medicinal Chemistry Minor, the Physics degree still supports the Medicinal Chemistry Minor.

² <http://www.workbc.ca/Statistics/Labour-Market/Pages/Labour-Market.aspx>
Form Updated September 2010

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

The Minor in Medicinal Chemistry has been designed to integrate seamlessly with the approved Biology degree and with our ASc degrees (existing).

The Minor in Medicinal Chemistry has been designed specifically with students in the Biology Major program in mind. Once a student has completed the first two years of the Biology Major program, they may begin taking courses leading to the Minor. In this way the Minor rests on the foundation created for the Biology Major.

It should be noted that students opting for the Minor will be required to complete CHEM 2315 (which is not currently a part of the Biology Major program), and as a consequence the Minor will support one of its own prerequisite courses. One of the courses in the Minor, CHEM 4610, is also shared with the Physics for Modern Technology Major and so, even though there will likely not be many students from the Physics degree opting to take the Medicinal Chemistry Minor (a student wanting to do a Medicinal Chemistry Minor would have to make up many missing prerequisites if coming from the Physics degree), the Chemistry Minor will still, in a way, be supporting the Physics degree all the same.

Students in the BSc in Applied Psychology program are required to take most of the 1st & 2nd year courses listed as prerequisite requirements for the Medicinal Chemistry Minor: CHEM 1110; CHEM 1210; CHEM 2320; and MATH 1220 or 1230. Even though the Medicinal Chemistry Minor would not seamlessly integrate with the BSc. in Applied Psychology Major, a student wishing to do this combination would only have to take five additional courses: CHEM 2311 or CHEM 3310; CHEM 2420; CHEM 2315; and PHYS 1102 or 1220.

The Major in Health Sciences (approved, but not launched yet) combined with the Medicinal Chemistry Minor may also be an attractive option for students who seek employment in the health sector. The CHEM 1110, CHEM 1210, CHEM 2320, CHEM 2420, PHYS 1102 or 1220, and MATH 1220 or 1230 courses are already in the Health Science curriculum.

Students laddering into a Major degree from an Associate of Science will also be well-supported by the Medicinal Chemistry Minor. Students with an ASc in Biology or Chemistry will be able to start courses in the Minor immediately upon completion of the ASc. Students entering with a Mathematics or Physics ASc will likely have to make up some course prerequisites before they may begin the minor.

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

Please refer to policy L.10 Program Prioritization.

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

The Minor in Medicinal Chemistry will serve to demonstrate and enrich Kwantlen's role as a polytechnic university. It will also address key points in Kwantlen's Mission and Mandate:

- Developing the Minor in Medicinal Chemistry, will support and advance Kwantlen's polytechnic mandate and meet the emerging needs of British Columbia and the rest of the world.
- Providing work integrated learning. Three of the five courses we propose include laboratory components which will provide students with hands-on experience with equipment used in research and analytical laboratories related to medicinal chemistry.
- Supporting existing (ASc) and approved programs of study (Biology and Physics for Modern Technology degrees) through utilization of existing and new courses.
- Providing students with an outstanding learning experience through teaching. Many of our Chemistry faculty have expertise in the Medicinal Chemistry field.

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

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

The Office of Institutional Analysis & Planning has released the results of its 12th annual Student Satisfaction

survey conducted in October 2011. According to their report³ one of the key factors influencing a student's decision to attend Kwantlen is that Kwantlen offers the programs students are looking for (70%). Currently our Science program offers courses leading to certificates, diplomas and Associate of Science Degrees. Most of these courses are transferrable to any B.C university for completing a Bachelor of Science degree. Offering a Minor in Medicinal Chemistry in combination with a Biology Major will give students another attractive option for degree completion at Kwantlen. This will ensure retention of students who have traditionally transferred to other institutions to complete their degrees. The assertion above is confirmed by the results of our own internal study, in which 62% of students indicated an interest in majoring in Biology with a Minor in Medicinal Chemistry. (Appendix F).

Completion rates & success rates of progression:

The completion & success rates of Kwantlen students depend on how they perform academically. This, in turn, depends very strongly on the support – both academic and non academic – that the science faculty specifically and Kwantlen generally makes available to its students.

The Chemistry Department provides all of the following:

- A good selection of preparatory courses. Students who do not have the required background to take our freshman chemistry courses may gain that background via our two preparatory courses, CHEQ 1094 and CHEM 1105.
- Qualified faculty. Our current chemistry faculty are all experts in their fields. Within this pool of expertise is much of what is required to teach our proposed upper-level curriculum.
- Many opportunities for faculty-student contact outside of the classroom. In addition to regular classroom teaching hours, our faculty maintains regular office hours to provide one-on-one help to students who need it. Some of those office hours are held at the Learning Centers, which allows students from any chemistry class to have easy access to faculty.

Kwantlen offers more general services to students as well. These include:

- Counseling services: For students experiencing personal or academic difficulties, support from counseling and/or advising can provide students with the tools to cope with their difficulties and complete their education successfully.
- Academic advising: Students who are helped to choose the right courses for their chosen degrees from the start stand a much better chance of completing those degrees.
- The Early Alert Reporting Program: Faculty may use the Early Alert system to alert counseling and/or other support networks to students who are experiencing difficulty in their course and so are at risk of failure. The early intervention this allows and the support it provides helps to retain students who otherwise might fall by the wayside.
- Services for students with disabilities: Kwantlen provides support for students with both mental and physical limitations, so allowing those students to complete courses successfully.

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

Three of the five proposed courses for the Medicinal Chemistry Minor contain a laboratory component to ensure that students get hand-on experience necessary for a thorough understanding of the chemical techniques and instruments used in a modern medicinal and analytical chemistry laboratory. In the supporting letter provided by Dr. Doug Chou has mentioned that this lab experience could be considered equivalent to a work term in a Medicinal Chemistry laboratory or in a similar laboratory. (See appendix G)

A co-op/work placement may be added in future, to accommodate students who opt for a Major with no co-op placement or a double Minor credential (if or when available), to ensure that all students graduating with our

³ http://www.kwantlen.ca/iap/students_tell_us.html

Minor degree have the work experience they need. If the co-op/work placement is to be added, this will of course be done in consultation with other departments offering Minor programs into which students in our Minor are likely to enroll.

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

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

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

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

The current Chemistry faculty has in-depth knowledge of different areas of Chemistry through their graduate degrees. They also have extensive teaching experience in post-secondary institutions, some internationally as well as domestically. As a result, the current Chemistry faculty has the expertise to develop and deliver all the proposed 3rd and 4th year courses for the Medicinal Chemistry Minor.

Additional faculty and lab staff will still be required, however, in order to accommodate the addition of the third- and fourth-year courses.

G. Outcomes

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

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

The proposed Medicinal Chemistry Minor is intended primarily for students who wish to complete their BSc in Biology with an additional Minor. We are not restricting enrolment to Biology students, however, and so the Medicinal Chemistry Minor is also open to any students who wish to take on a minor in addition to the major.

The proposed courses for the Medicinal Chemistry Minor would provide a stronger Chemistry background for Biology major students if they are planning to enter a graduate program that involves both Biology & Chemistry. While this would not qualify students for entry into a chemistry graduate program, it would certainly broaden their knowledge base and better qualify them for postgraduate studies in (for example) toxicology or pharmacology.

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

A Minor in Medicinal Chemistry with a Major in Biology can be the passport to a whole range of careers. This combination is particularly suited for employment in the pharmaceutical industry, hospital laboratories, biotechnology industries, etc., where employers increasingly look for graduates with specialized skills, many of which are traditionally learned in Chemistry rather than Biology. For example, instruments such as the HPLC

NMR, GC-MS, and IR spectrometers are being used extensively in the chemical, biological and biotechnological industry for analyzing complex mixtures, separation, isolation, and identification of organic compounds, both for analytical and for quality control processes.

Three out of the five proposed courses for the Medicinal Chemistry Minor have a laboratory component and thus allow students to gain hands-on experience with the above-mentioned instruments. This training will therefore provide a valuable contribution to a student's portfolio of skills.

According to LifeSciences BC⁴, BC stands at the forefront of innovation in biopharmaceuticals. BC's biotechnology industry is diverse, too; it includes over 100 biopharmaceutical and medical device companies. It is common knowledge that this sector has faced very difficult times in the recent past, but it would appear that, with recent investments apparently on the rise⁵, the worst of those times are behind it.

The British Columbia Labour Market outlook 2010-2020⁶ supports this idea. The report indicates that the BC economy as a whole is expected to add jobs by 1.4 percent annually over the 2010-2020 decade. However, the Professional/Scientific/Technical Services and Health Care/Social Assistance sectors of the BC economy are both projected to exceed this growth rate, and add jobs at an annual rate of 2.6 percent between 2007 and 2017; this translates into over 48,000 and 69,000 jobs respectively in these two sectors alone.⁷

Completion of a degree along with the Minor in Medicinal Chemistry will only enhance a student's employability in this outperforming employment sector, as their broader base of skills will better qualify for them for jobs in that sector. Examples of the positions for which they would be better-qualified include, but are not limited to: Pharmacology research, Environmental impact assessment, Quantitative Chemical Analysis etc..

A graduate with a BSc. Major in Biology and a Minor in Medicinal Chemistry may find employments such as⁸

- Biotechnologist
 - Research technician
 - Quality Assurance Analyst
 - Science Teacher
 - Environmental Risk Analyst
 - Lab Technician
 - Quality Control Analytical Chemist
-

⁴ <http://www.lifesciencesbc.ca/about-lifesciences-bc/corporate-governance/>

⁵ <http://www.lifesciencesbc.ca/newsroom/bc-industry-news/>

⁶ <http://www.workbc.ca/Documents/Docs/BCLMOutlook.pdf>

⁷ British Columbia's Labour Market Future:

http://www.workbc.ca/Documents/Docs/WorkBC_ChallengesandOpportunities.pdf

⁸ <https://uwaterloo.ca/science/current-undergraduate-students/majors-minors-specializations/science-careers-list#Biology>

H. Consultations (Degree FPP section 9. Program Consultation)

H.1 With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback. Refer to Appendix A.

Greg Harris, Biology Co-Chair

Carl Whitney, Biology Co-Chair

Fergal Callaghan, Physics Instructor

Lin Hammill, Mathematics Instructor

All members of the chemistry department have contributed in the development of this program concept.

Details regarding internal consultations outside of the Faculty of Science can be found in Appendix A.

H.2 With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

This program concept has been forwarded to the following list of external contacts for their appraisal.

Letters of appraisal are attached as Appendix G

- Dr. Martin E. Tanner, Professor of Chemistry, University of British Columbia
 - Dr. Gerhard Gries, Professor & NSERC-Industrial Chair, Animal Multimodal Communication Ecology, Simon Fraser University
 - Dr. Andrew J. Bennet, Professor of Chemistry, Simon Fraser University
 - Dr. Jimmy Lowe, Faculty, Department of Chemistry, BCIT
 - Dr. Christopher I. Keeling, Research Associate, Michael Smith Laboratories
 - Dr. Cathie Garnis, Scientist, BC Cancer research Centre & Assistant Professor, UBC
 - Dr. Doug Chou, Former Group leader, Synthetic/Process Chemistry, Cardiome Pharma Corp, Vancouver
 - Dr. Binodh De Silva, Executive Director, Bristol Myers Squib, USA
-

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

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

Expertise:

While current chemistry faculty have the expertise to teach all five proposed courses, a new faculty hire (5×0.1666 FTE) will be required to teach the five additional courses.

Hiring of a lab instructor is necessary to teach three new lab sections.

Equipment:

See Section I.2 below.

Facilities:

See Section I.2 below.

Library resources:

Please see the Library Impact Assessment (Appendix B)

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

Lab space:

If the Minor in Medicinal Chemistry launches on the Surrey campus, no additional lab space will be required as there will be room in existing laboratories to accommodate three additional upper-level courses with labs.

Equipment:

The following specialized equipment, software and glassware are necessary to provide state-of-the-art education in the laboratory.

- Fourier Transform Nuclear Magnetic Resonance spectrometer (FT-NMR)
- High Performance Liquid Chromatogram (HPLC)
- Rotary evaporators & vacuum pumps
- Reference Library Software for the Gas Chromatograph Mass spectrometer (GC/MS)
- Glassware

Such equipment will enable students to develop skills and lab techniques that are valuable to potential employers. As a polytechnic institution, we need to train our students in the use of instruments that are closely related to what are presently utilized in industry.

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

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

The costs are based on the following assumptions;

1. The program will be launched in Surrey
2. Maximum class size will be 35 students
3. Maximum lab class size will be 20 students
4. Each course will be offered once a year
5. Launch in Fall 2015

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

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

Item	No. of items	Prior 2014/15	Total
Curriculum development	Lab supplies to test labs for new courses	3,000	3,000
Training on new equipment		10,000	10,000
Sub-total		13,000	13,000

b) **Capital Costs (Equipment, Renovations)***

Item	No. of items	Prior 2014/15	Total
Glassware		15,000	15,000**
FT-NMR	1	120,600	120,600
Rotary Evaporators + vacuum pump	2+1	14,500	14,500
HPLC	1	70,000	70,000
Sub-total		220,100	220,100

* Even though the program will be launched in Fall 2015, capitol cost is added to the 2014/2015 budget as time is needed to setup the instruments & get necessary training before launching the program.

** The exact cost of glassware cannot be determined until the three new courses with lab components are developed.

Totals

Item	No. of items	Prior 2014/15	Total
Academic Non-Recurring		13,000	13,000
Capital Costs		220,100	220,100
Totals		233,100	233,100

J. Costs and Revenue continued

On-Going Costs

Operating Costs –(to fund the five proposed courses)

Item	No. of items	Total
Faculty	1× FTE	105,000
Required service courses*		
Administrative Support		
Advisor		
Specialized IET		
Specialized IT Support		
Library (see Library Assessment Template – Appendix B)		
Lab operating costs - Salary	Lab instructor for running 6 lab sections × 6,000 = 36,000	36,000
Instrument (GC-MS, HPLC & NMR) operating costs - Salary	Lab instructor for operating instruments	36,000
Lab operating costs – Non-Salary	6 lab sections × 1,200 = 7,200	7,200
Ongoing research costs		
Other-Service contracts for new equipment		10,000
Grand Totals		194,200

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

***Explain required service courses**

Revenue

Item	No. of Courses		Total
Tuition (\$ 173.40/credit)	5 courses (18 credits)	35 students × 18 credits × \$ 173.40/credit = \$ 109,242	109,242
Lab Fee (\$200/lab course)	3 courses with labs	35 students × 3 courses × \$ 200/course = \$ 21,000	21,000
Grand Total			130,242

*** summarize costs identified in Appendix A Internal Consultations, not including Library costs**

**** explain required service courses**

Signature of dean submitting concept document

Date

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

Date

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

It is anticipated that the funding for the development of this degree program will be provided by the institution.

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

Internal funding will be required to deliver the program.

Issue: **Concept and Full Program Proposal: Bachelor of Arts Minor in Language and Culture**

For Information: At its June 24, 2013 meeting, Senate approved the mini Concept Document and the Full Program Proposal for the Bachelor of Arts, Minor in Language and Culture.

The Board Finance & Audit Committee reviewed the concept and proposal from the financial perspective at its September 4, 2013 meeting and passed a motion recommending Board of Governors approval.

The Governance Committee reviewed the concept and proposal to ensure that it links to the University's mission and strategic objectives at its September 11, 2013 meeting and passed a motion recommending Board of Governors approval.

As agreed by the Board/Senate Task Force on Bi-cameral Governance, a report from Senate is attached summarizing its assessment of the potential success of a program based on its review of the program concept document.

For Approval: **THAT the Board of Governors approve the Program Concept and Full Program Proposal for the Bachelor of Arts Minor in Language and Culture.**

Program Concept and Full Program Proposal: Bachelor of Arts, Minor in Language and Culture

Senate reviewed and approved the mini program concept and full program proposal for the Bachelor of Arts, Minor in Language and Culture at the June 24, 2013 meeting. The documents were thoroughly reviewed by the Senate Standing Committee on Curriculum before being recommended to Senate for approval.

As clearly stated, the goal of the Bachelor of Arts, Minor in Language and Culture is to prepare students for a world that is increasingly diverse and interconnected. Students will develop strong linguistic, communicative, and cultural competence, both written and oral, in the languages and cultures of study. The minor offers students the opportunity to specialize in one language while also starting to learn a second, potentially unrelated language. Courses in linguistics and cultural studies are also incorporated. Students will have opportunities to participate in international exchanges and/ or work- study programs. The letters of support draw attention to these elements and how they make the degree innovative and unique. Our students will be provided with an excellent educational experience.

The Department of Modern Languages offers courses in French, German, Spanish, Japanese, Mandarin, and Punjabi as well as courses in Linguistics and Cultural Studies. The minor is built on the success of these courses. Students may want to combine this minor with other degree offerings in Arts, including Asian Studies. Business students may also benefit from taking this minor in conjunction with their BBA. Being bilingual or multilingual would enhance a graduates employment opportunities in a global economy.

No new course development is required for the implementation of the Minor. No new funding is required for the implementation of the Minor. The program can be offered within existing resources.

This mini-concept form is for developing a B.A. Major where an approved B.A. Minor is in place.

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

Please limit this to 3 pages, exclusive of appendices.

A. Originating Group

1. Internal Developers

<i>Developers:</i>	Päivi Koskinen Sumiko Nishizawa Constanza Rojas-Primus	<i>Faculty:</i>	Modern Languages
<i>Dean:</i>	Diane Purvey		

Date: May 5, 2013

If joint educational offering, name of other institution:

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

B. Basic Information

B.1 Name of proposed program:

Bachelor of Arts Minor in Language and Culture

B.2 Proposed credential to be granted:

Bachelor of Arts, Minor in Language and Culture

B.3 Expected length of program

A minor can only be combined with a major or a second minor and credits can be accrued over the course of the four year degree. The credits required to satisfy a minor normally equal two full time semesters of course work or less.

B.4 Anticipated start date of program:

September 2014

C. *Student and Faculty Profile*

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

Any student in a Bachelor of Arts program at Kwantlen Polytechnic University can pursue this Minor. The Bachelor of Arts, Minor in Language and Culture builds on the existing BA Minor framework. The proposed credential is compatible with other degree programs at Kwantlen and can be completed in conjunction with a major or minor in a number of programs.

We plan to inform students through information sessions, posters, brochures, and email messages. We will work with chairs of other departments and Marketing. Many students who have successfully completed our courses would already be eligible for this degree and are waiting for recognition of their achievement.

C.2 Explain how current faculty are able to deliver the program, both in terms of qualifications / specialization and in terms of program capacity. If they are not, how this issue will be addressed

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

The MODL has sufficient faculty to offer this Minor.

D. *Consultations (Degree FPP section 9. Program Consultation)*

D.1 With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback. Refer to Appendix A.

Name	Title / Occupation	Consultation Method
Modern Languages Department	Faculty team	Input on draft proposal development
Diane Purvey	Dean, Faculty of Arts	Review of draft proposal
Romy Kozak	Associate Dean, Faculty of Arts	Review of draft proposal
Diane Naugler	Associate Dean, Faculty of Arts	Review of draft proposal
Dana Cserepes	Senate Vice Chair, Fine Arts instructor	Review of draft proposal
Sandra Schinnerl	Director, Office of International Students and Scholars	Review of draft proposal, letter of support
Naomi Ben-Yehuda Susan Black	BA Degree Advisor, Faculty of Arts	Review of draft proposal
Sarah Bell	Former Degree Advisor, Faculty of Social Sciences	Guidance and input on the BA framework
Arthur Coren	Former Dean, School of Business	Review of draft proposal, letter of support
Elaine Decker	Former Director, Educational Development	Guidance and input on the BA framework
Tracey Kinney	Chair, Department of History	Review of draft proposal, letter of support
Paul Tyndall	Chair, English Department	Review of draft proposal, letter of support
Sam Migliore	Faculty, Department of Anthropology	Review of draft proposal, letter of support

Mini Program Concept (B.A. Minor in Language and Culture)

Ken Stark	Faculty, Department of Anthropology	Review of draft proposal, letter of support
Paula Hannas	IET	Review of draft proposal
Elaine Samwald, Cathy MacDonald	Library	Review of draft proposal
Kathleen Bigsby	Institutional Analysis and Planning	Review of draft proposal

D.2 With whom have you consulted *externally* regarding this proposal. What were the results of these consultations? Please provide names, dates, and summary of discussions.

External Consultation - Academic

Name	Title / Occupation	Institution	Consultation Method
Suzanne Gessner	Consultant Linguist for the First Peoples' Heritage, Language and Culture Council; Instructor for the Departments of Linguistics and Indigenous Education	University of Victoria	Review of draft proposal, letter of support
Elaine Gold	Lecturer and Former Undergraduate Coordinator, Linguistics	University of Toronto	Review of draft proposal, letter of support
Martha McGinnis	Associate Professor, Undergraduate Advisor and Co-op Coordinator	University of Victoria	Review of draft proposal, letter of support
Anne Murphy	Assistant Professor and Chair, Punjabi	University of British Columbia	Review of draft proposal, letter of support
Linda Qiao	Chinese Program Coordinator	University of Fraser Valley	Review of draft proposal, letter of support
Rosa Stewart	Chair, SCOLA	BC Standing Committee on Language Articulation	Review of draft proposal, letter of support
Tom Whalley	Faculty, Modern Languages and Former Interim Dean, Faculty of Developmental Education	Douglas College	Review of draft proposal, letter of support
Martina Wiltschko	Associate Professor, Linguistics	University of British Columbia	Review of draft proposal, letter of support
Lilian Zúccolo	Senior Lecturer, Spanish	Simon Fraser University	Review of draft proposal, letter of support

External Consultation - Business

Name	Title / Occupation	Institution	Consultation Method
Bill Brooks	Manager	Long & McQuade Musical Instruments	Review of draft proposal and letter of support
Robert Chen	President, Canadian Teaching Chinese as a Second Language Association	University of British Columbia	Review of draft proposal and letter of support
Steve Chevalier	Assistant to the Consul, Cultural Affairs	Consulate General of Japan	Review of draft proposal and letter of support
Kazuyuki Okamoto	Former General Manager	H.I.S. Canada Inc.	Review of draft proposal and letter of support
Helen Wang	Manager	Bank of China	Review of draft proposal and letter of support

Appendix A / Internal Consultations

DEPARTMENT	CONTACT	LOCAL
<p>Academic Departments (Is this proposal supported by the department? Will this proposal have an impact on another program, or vice versa? Have you contacted those departments, and have arrangements been made re service courses? Has the proposal been approved by the Faculty Council?)</p>		
<p>Office of the Registrar (registration, scheduling, pre-requisites, course curriculum) Warren Stokes, Associate Registrar, Records, Registration and Student Information Systems</p>	<p>Director, Registration & Student Information Systems</p>	3230
<p>Office of the Registrar (admissions, records, transfer credit & graduation) Zena Mitchell, Associate Registrar, Admissions, Graduation and Enrolment Services</p>	<p>Director, Admissions & Records</p>	2463
<p>Counselling (support services anticipated for program students, etc.) Lyn Benn, Director of Student Development and Success</p>	<p>Director, Student Development</p>	2467
<p>Student & Financial Award Services (student loan eligibility & financial aid)</p>	<p>Director</p>	2336
<p>Student Engagement (advising) Susan Black, BA Degree Advisor Naomi Ben Yehuda, BA Degree Advisor Indicated no concerns</p>	<p>Director, Student Engagement</p>	2474
<p>Information & Educational Technology (IET) (planning re software needs; system capacity and limitations) Paula Hannas, Manager User Support / IET Indicated no concerns</p>	<p>Manager of User Support</p>	2390
<p>Institutional Analysis & Planning</p>	<p>Director (Via Research Assistant)</p>	3127
<p><i>NOTE: The report prepared by IA&P must be attached in full as an appendix.</i> Kathleen Bigsby, Director of Institutional Analysis and Planning Report attached separately.</p>		
<p>Library Services - See Appendix B (collections, AV needs, etc) Elaine Samwald, SSCC Liaison Librarian Cathy MacDonald, University Librarian Report attached as Appendix E.</p>	<p>Librarian</p>	3066

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

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

Non-Recurring Costs

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

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

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development						
Curriculum development						
Faculty recruitment						
Staff – PD / enrichment						
Sub-total						\$0

Capital Costs (Equipment, Renovations)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Sub-total						\$0

Totals

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring						
Capital Costs						
Totals						\$0

J. Costs and Revenue continued

On-Going Costs

Operating Costs

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty						
Required service courses*						
Administrative Support						
Advisor (support ties and collaboration with international students, student progression from ACA, other interdisciplinary programs within the Faculty as well as at KPU)	1		0.5 FTE gr.11 position			\$22,100
Specialized IT Support						
Library (see Library Assessment Template – Appendix B)		\$21,550				[\$21,550] not included in total
Lab operating costs – Salary						

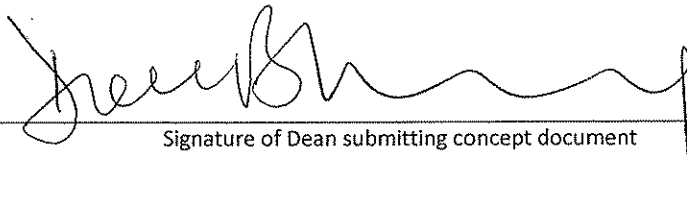
Ongoing research costs						
Other – Marketing/Fundraising/Community Engagement & Awareness						
Grand Totals						\$22,100

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

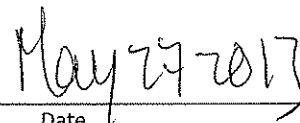
*Explain required service courses

Revenue

Item	No. of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
<p>Tuition Assumption: Upper-level 3 credit courses, 20-seat class sizes</p>	Approx. 4 UL courses in approx. 4 language areas	10 new students x 8 courses per academic year x 4 language areas x \$272 tuition revenue per 3-credit course = \$87,040	12 new students x 8 courses per academic year x 4 language areas x \$272 tuition revenue per 3-credit course = \$104,448	15 new students x 8 courses per academic year x 4 language areas x \$272 tuition revenue per 3-credit course = \$130,560	20 new students x 8 courses per academic year x 4 language areas x \$272 tuition revenue per 3-credit course = \$174,080	\$496,128
<p>Lab fees As at May 22, 2013 KBIT reported a seat count of 3069 in academic year 2012-2013. 2861 seats were lower-level offerings. Approx. \$25 per student per course in lower-level courses and a reduced lab fee (~\$15 per student per course) for students in upper level courses. Lab fees subject to change and correspond with costs to cover lab support expenses. Upper level courses do not have conversation labs due to small class size.</p>		2,861 + 320 students in lower level courses x \$25 lab fee = \$79,525	3,181 + 384 students in lower level courses x \$25 lab fee = \$89,125	3,565 + 480 students in lower level courses x \$25 lab fee = \$101,125	4,045 + 640 students in lower level courses x \$25 lab fee = \$117,125	\$386,900



Signature of Dean submitting concept document



Date

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

Date

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

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



Full Program Proposal

Bachelor of Arts Minor in Language and Culture

Department of Modern Languages
Faculty of Arts

Kwantlen Polytechnic University

Spring 2013

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¹ *Appendices –Bachelor of Arts Minor in Language and Culture* are enclosed as a separate document

Executive Summary

An overview of Kwantlen's history, mission and academic goals

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

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

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

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

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

Bachelor of Arts, Minor in Language and Culture.

Location

Currently, the department of Modern Languages offers courses at three campuses: Surrey, Richmond, and Langley. Courses for the BA Minor will be offered predominantly at Surrey and Richmond.

Faculty offering the proposed new degree program

The department of Modern Languages, Faculty of Arts, will be offering the proposed Minor in Language and Culture degree.

Anticipated program start date

The anticipated start date of the program is September 2014.

Anticipated completion time in years or semesters

Students are required to complete 120 credits to graduate with a Bachelor of Arts degree, which usually takes four years or eight full-time semesters of full-time study. The BA Minor in Language and Culture requires 18 upper level credits.

A summary of the proposed program

The aim of the Bachelor of Arts, Minor in Language and Culture is to offer a high quality Baccalaureate degree program for local and international students. In accordance with Kwantlen's mandate as a polytechnic university, the objective is to provide students with the skills and knowledge required for employment in communities that are becoming more socially and culturally diverse. The degree will contribute to Kwantlen's mission and strategic plan by furthering the institution's mandate to increase degree options for learners south of the Fraser River, and offering a program that provides students with opportunities to develop knowledge and skills to participate in and contribute to an increasingly global society. This minor will enhance students' future career prospects in education, business, media, government, health care, immigration, transportation, foreign affairs, tourism, banking, and a host of other career paths where cross-cultural communication skills are in high demand.

Through extensive consultation, the department has received valuable input and support from other post-secondary institutions in Lower Mainland (see Appendix F). While Bachelor of Arts degrees in Languages are offered at several four-year post-secondary institutions in BC, these programs, whether Minors or Majors, specialize in one or two related languages. Our proposed minor will offer students the opportunity not only to specialize in one of the languages offered in the department, but also to start learning a second, potentially unrelated language, while simultaneously developing expertise in linguistics or cultural studies. In addition to regular classroom setting, students will have opportunities to participate in international exchanges and/or work-study programs available to them through the Office of International Students and Scholars at Kwantlen.

Contact persons:

Dr. Päivi Koskinen

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Dr. Sumiko Nishizawa

Sumiko.Nishizawa@kwantlen.ca

Dr. Constanza Rojas-Primus

Constanza.Rojas-Primus@kwantlen.ca

Modern Languages Department

Faculty of Arts

Kwantlen Polytechnic University

Degree Content

Aims, goals, and objectives of the proposed program

The Bachelor of Arts, Minor in Language and Culture will provide students with a broad range of choices within the existing framework of the BA Minor at Kwantlen Polytechnic University. Minors within the BA have been offered since the fall of 2005, providing students with the education and skills required to enter professions directly or to pursue further studies. As one of Canada's newest teaching universities, Kwantlen endeavours to address the evolving needs of regional and global employment markets. Thus, this new degree is a natural expansion of Kwantlen's current foundation set out in the BA Framework and will provide additional Minor options for our BA students.

The goal of the Bachelor of Arts, Minor in Language and Culture is to prepare students for a world that is increasingly diverse and interconnected. Students will develop strong linguistic, communicative, and cultural competence, both written and oral, in the languages and cultures of study. They will be prepared for both graduate programs and employment opportunities in a wide range of fields that are highly sensitive to cross-cultural communication and competence. The element of multidisciplinary in the proposed program reflects the diversity and interconnectedness of today's society.

Our department offers language courses in French, German, Spanish, Japanese, Mandarin, and Punjabi, as well as courses in Linguistics and Cultural Studies. The Minor is built on the success of these courses as well as on the Department's commitment to the internationalization of curriculum, reflected in our on-going efforts to integrate our courses with International Programs at Kwantlen that provide students with a wide variety of field schools and exchange program options (see appendix A).

The Bachelor of Arts, Minor in Language and Culture has four core aims:

- to uphold Kwantlen's mandate as a polytechnic university, to provide adult basic education, career, technical, trade and academic programs serving a specific geographic region (University Act 47.1);
- to offer a high quality Baccalaureate degree program for local and international students;
- to provide students with the skills and knowledge required for employment and continual learning; and
- to prepare graduates to contribute to global communities.

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

The Bachelor of Arts, Minor in Modern Language and Culture is in line with the first Quality goal of Kwantlen's Strategic Plan in that it prepares students to live and work in an increasingly global context. The degree aligns with Kwantlen's overall commitment to foster critical understanding and social and ethical awareness toward good citizenship. The proposed program enhances students' engagement with local and international communities, creating opportunities to apply their skills and knowledge. In this manner, the Minor contributes to Kwantlen's Reputation aspiration to broaden learning opportunities through a unique degree that is not available in other post-secondary institutions in British Columbia.

The program allows for a variety of international experiences to encourage students to take up to one year of their studies in field schools or exchange opportunities. This accords with the Strategic Plan's Relevance goal of promoting experiential learning that "connects theory to application and classroom to community".

Potential areas/sectors of employment for graduates and/or opportunities for further study

In the current global economy, employees need to be able to communicate and interact appropriately with people from various linguistic and cultural backgrounds. While many European nations have long acknowledged the need for multilingual education in order to maintain a multilingual workforce, this has not been the case in North America. However, proficiency in English is no longer enough for Canadians to compete in the world market. The growing economies of countries such as China, India, Paraguay, Panama, the Democratic Republic of the Congo and Chad stress the need for individuals to add one or more languages to their resumes.

According to the annual report on the operation of the *Canadian Multiculturalism Act 2010-2011*, Canada is home to over 200 different ethnicities that continue to arrive every year through immigration. British Columbia is the third largest recipient of immigrants among Canada's provinces and territories, and the province's percentage of immigrants with ability in one of

Canada's two official languages is less than in other provinces. In this environment intercultural communication skills are essential for employability. The knowledge of more than one language provides job security; a bilingual employee is often recognized as more valuable than a monolingual one, especially in an area such as the Lower Mainland. Observing the demographics of different Kwantlen campuses, we see large immigrant communities. Prospective employees in these regions will undoubtedly have greater employment opportunities if they have the asset of bilingualism or multilingualism.

Although there is no research of the economic benefits of languages other than French in Canada, we conclude that the same trends found for French should hold for German, Japanese, Mandarin, Punjabi and Spanish in the Lower Mainland. According to a study by the Canadian Council on Learning (*Lessons in Learning*, October 2008), based on the 2006 census, employment rates in Canada are higher for individuals who speak both English and French (70%) than for persons who speak only English (just over 60%). The same study found that persons who speak both English and French have a median income almost 10% higher than those who speak only English. The report also notes that in a web survey of 133 Canadian business leaders 55% believe that fluently bilingual job seekers are more employable than their monolingual counterparts, and in a survey of 63 Canadian companies representing over 156,000 employees across the country 84% of employers consider knowledge of English and French to be an asset or said that they give preference to English/French bilinguals. Even in those cases where the knowledge of a second language does not help graduates obtain a first job, many report that their second language skills enhance their mobility and improve their chances for promotion. Key business deals may be closed because of the cultural awareness gained through the study of a second language.

It is clear that MODL students are cognizant of these trends. While 77% of students enrolled at Kwantlen state that their main educational goal is to prepare for a specific occupation or to improve job-related skills², 45% of MODL student survey respondents state that they are enrolled in MODL classes to enhance future career opportunities³. Students enrolled in the BA Minor in Language and Culture will develop skills that are directly applicable to work environments in education, business, media, government, immigration, health, research, transportation, foreign affairs, tourism, and other industries, in British Columbia and elsewhere where there is demand for effective cross-cultural communicators.

According to the *British Columbia Labour Market Outlook 2010-2020*, over one million job openings are expected in BC from 2012 to 2020. Occupations in arts and culture, along with those in health and applied sciences, are expected to experience the strongest growth in demand in the province. 78% of these occupations will require post-secondary education or a university degree. Recent job postings in BC⁴ that require an undergraduate degree as well as proficiency in one of the MODL languages and cross-cultural communication skills include Administrative

² IA&P Fall 2010 joint Applicants Survey

³ MODL Student Survey 2010

⁴ E.g. <http://www.wowjobs.ca>; <http://www.workopolis.com>; ca.indeed.com

Officer, Associate Financial Advisor, Customer Advocate, Foreign Language Communications Analyst, Marketing and Social Media Coordinator, and Web Design Specialist.

To exemplify the value of the Minor in Language and Culture for specific occupations, we will focus on students interested in Criminology and in teaching. Whether a Kwantlen Criminology student is preparing for a career as an Airport Security Officer, Child and Youth Worker, Paralegal, or something else, knowledge of more than one language and a basic understanding of cultural variation is beneficial. In a presentation at the Modern Languages Department conference on Language and the Intercultural Mind (November 16, 2012) Sergeant Baltej Dhillon (NCOI/C Operations Provincial Intelligence Centre of BC) emphasized the importance role his multilingualism and cross-cultural skills have played in investigations, community outreach and collaborative work in the community.

Many students majoring in, for example, English, History, and Sociology are planning to become teachers. A Minor in Language and Culture would enhance their career development in two ways. First, speaking Punjabi in the Surrey school system or Mandarin in Richmond helps the teacher communicate with recently immigrated children, their parents, as well as better understand the children's cultural background. At the same time, students aiming to teach in high schools will increase their employability by developing a second concentration in language teaching. Moreover, there is an ongoing shortage of French instructors, for both core French and immersion classes, in British Columbia.

Managers from companies such as the H.I.S. Canada travel agency and the Bank of China have indicated a preference to hire graduates who would hold our Minor (supporting letters appear in the Appendices). The Assistant to the Consul of Culture and Information at the Consulate General of Japan also suggests that the Minor would be beneficial for students applying to the Japan Exchange and Teaching (JET) Programme. This is a Government of Japan program for one to three years to work as an Assistant Language Teacher or Coordinator for International Relations. Furthermore, the Department of Modern Languages at Kwantlen was recently contacted by the Inter-American Development Bank (IDB), a financial institution that supports efforts by Latin American and Caribbean countries to reduce poverty and inequality, asking us to promote its Young Professionals Program (YPP) among our students. The YPP program is designed for qualified and motivated young professionals with experience in one or more of the following areas: Environment and Natural Resources, Economic Development, Social Development, Project Finance, Infrastructure and Private Sector. Among the requirements to apply to this program is fluency in English and Spanish, with a strong working knowledge in a third official bank language (French or Portuguese are desirable).

The BA Minor in Language and Culture will also provide students a foundation for entry into graduate programs across Canada and abroad. It will enhance existing and new programs at Kwantlen Polytechnic University and provide students with additional choices as they move through the degree process. This degree will be of special relevance for new and current Kwantlen students within the Bachelor of Arts program in Anthropology, Asian Studies,

Criminology, English, History, Journalism, Music, Political Science and Sociology, to name a few areas.

Delivery methods

All our language courses (not cross-listed as CUST) are delivered in the target language using a broad-based communicative approach. Mandatory conversation labs accompany all lower level Language courses. Courses in Linguistics and Cultural Studies are delivered in English. Modern Languages courses are currently offered in classroom and blended (partially online) mode. The Department is exploring the possibility of fully online offerings to give learners the broadest access to courses within the Minor degree. In addition, the department strongly supports the internationalization of curriculum, as reflected in our on-going efforts to integrate our courses with Kwantlen's International Programs, including a variety of exchange and field school study-abroad options. Modern Languages field schools usually take place during the summer semester, where students are accompanied by faculty members who teach the courses and act as chaperones for participating students.

Program strengths

Kwantlen Polytechnic University acknowledges the importance of embedding diversity within its practices. In accordance with Kwantlen's Strategic Plan 2018, the BA Minor in Language and Culture will offer a variety of multidisciplinary courses which help students examine diverse cultures and value systems, while contrasting these with the diverse cultures of our local communities and across Canada. Students will develop cross-linguistic and cross-cultural competencies, guided by a teaching team who embody the same diversity, competencies and sensitivity we are trying to foster. In a student-centered environment, learners will develop the essential skills needed to succeed in the acquisition of the language(s) and culture(s) studied. In addition, the program will develop innovative, critical, and creative thinkers who are flexible and adaptive to rapidly changing labour markets. The program will enhance students' expertise in their chosen career paths.

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

The Bachelor of Arts, Minor in Language and Culture builds on the existing BA Minors framework at Kwantlen Polytechnic University. The proposed credential is compatible with other degree programs at Kwantlen and can be completed in conjunction with a major or minor in a number of programs. The proposal for the BA Minor in Language and Culture has been reviewed internally and externally and has received strong support (see appendix F for a list of supporting letters).

Kwantlen Polytechnic University has an existing comprehensive transfer agreement with other BC post-secondary institutions, allowing articulation of credits under the BCCAT framework. Students may transfer credits from other institutions to the proposed Minor individually or through Block Transfer. For more information on Kwantlen's transfer policies see <http://www.kwantlen.ca/policies/B-Education/b15.pdf>

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

Our proposed program does not duplicate other post-secondary programs in BC. BA Minor degrees in languages in institutions, such as University of British Columbia, Simon Fraser University, and University of the Fraser Valley, generally specialize in one language. Our proposed Minor will offer students the opportunity to develop skills in any two of the languages offered in our department, and to explore linguistic and culture studies. Moreover, our multidisciplinary degree is designed to allow students to tailor their course selection to complement their Major or other Minor program.

Curriculum Design

The Bachelor of Arts, Minor in Language and Culture consists of a total of 18 credits. At least 15 credits must be upper level courses. The 18 credits will be divided as follows:

- 6 upper-level credits in one language (Language A), plus
- 3 credits of language B (in addition to language A) or lower-level Linguistics, plus
- 3 upper-level credits in CUST courses, plus
- 6 additional upper-level credits from a combination of
 - Language A
 - CUST courses
 - Linguistics
 - Courses related to the focus of the minor found in other disciplines

The Minor is designed to be resource-neutral and can proceed at any time on the basis of our existing curriculum and without additional course development.

The following Table shows typical course progression during the first two years of study. Four of our languages can be chosen as Language A:

LANGUAGE A	FRENCH STREAM	SPANISH STREAM	JAPANESE STREAM	MANDARIN STREAM
FIRST YEAR	FREN 1100 FREN 1101	SPAN 1100 SPAN 1101	JAPN 1100 JAPN 1101	MAND 1100 MAND 1101
SECOND YEAR	FREN 2200 FREN 2201	SPAN 2200 SPAN 2201	JAPN 2200 JAPN 2201	MAND 2200 MAND 2201

Students can, however, enter directly into the 3000-level language classes, if they pass a prior learning assessment test in that language.

In addition to Language A, students must complete 3 credits of Language B or Linguistics. Note that German and Punjabi can only be taken as language B (German up to 2201, Punjabi up to 3300).

	FRENCH STREAM	SPANISH STREAM	JAPANESE STREAM	MANDARIN STREAM
LANGUAGE B OR LINGUISTICS	3 credits from: GERM/JAPN/ MAND/PUNJ/ SPAN 1100 or higher or LING 1100 or LING 1300	3 credits from: FREN/GERM/ JAPN/MAND/ PUNJ 1100 or higher or LING 1100 or LING 1300	3 credits from: FREN/GERM/ MAND/PUNJ/ SPAN 1100 or higher or LING 1100 or LING 1300	3 credits from: FREN/GERM/ JAPN/PUNJ/ SPAN 1100 or higher or LING 1100 or LING 1300

The following table shows upper level course progression.

	FRENCH STREAM	SPANISH STREAM	JAPANESE STREAM	MANDARIN STREAM
THIRD YEAR: LANGUAGE A	FREN 3300 FREN 3301	SPAN 3310 SPAN 3320	JAPN 3300 JAPN 3301	MAND 3310 MAND 3311
UPPER LEVEL (THIRD AND FOURTH YEAR): OTHER REQUIREMENTS	9 credits in CUST or courses from other departments, as listed on page 10	9 credits in CUST or courses from other departments, as listed on page 10	9 credits, including at least 3 in CUST or courses from other departments, p. 10: e.g. JAPN 4400 or JAPN 4410; JAPN/CUST 3310 or JAPN/CUST 3320 or JAPN/CUST 4320	9 credits, including at least 3 in CUST or courses from other departments, p. 10: e.g. MAND 4321 or MAND 4323 or MAND 4481 or MAND 4483

To satisfy the upper level requirements in studying cultures, students can take courses that are offered in other Arts disciplines. This facilitates students combining the Minor in Language and Culture with a BA Major or Minor from another department. Students are advised that there will typically be prerequisites for upper level courses outside of Modern Languages taken to meet requirements for the Modern Languages Minor.

Upper-level courses related to the focus of the Minor found in other disciplines

ANTH 3130 (Sikh Culture, Religion and Society)

ANTH 3168 (Deviance Across Cultures)

ANTH 3330 (East Asian Archeology)

ARTH 3130 (Film and the City)

ASIA 3140 (Environment and Society in East Asia)

ASIA 3149 (Hong Kong: Past, Present, and Future)

ASIA 3150 (East Asian Immigrants to North America)

ASIA 3151 (Gender in China and Japan)

ASIA 3152 (Ethnicity in China and Japan)

ASIA 3154 (Chinese Cinema and Society)

ASIA 3230 (Islam in South Asia)

ASIA 4350 (Canadian East and South Asian Communities)

ASIA 4351 (Selected Topics in Asian Cinema)

COMM 3100 (Media and Diversity)

COUN 3330 (Cultural Considerations in Councelling)

EDUC 3240 (Social Justice and Diversity in Education)

ENGL 3310 (Literature in Translation)

ENGL 3317 (Readings in the History of Ideas)

ENGL 3340 (Cross-Cultural World Literature)

ENGL 3345 (Diasporic Literature)

ENGL 3350 (Literature and Film)

ENGL 3130 (Indigenous Narratives, Oral and Written)

GEOG 3130 (Society and Urban Space)

GEOG 3120 (Geography of Cultures)

GEOG 3240 (Development and Globalization)

HIST 3330 (Germany in the Long Nineteenth Century)

HIST 3331 (Twentieth Century Germany)

HIST 3350 (China in Twentieth Century)
HIST 3360 (British India 1857-1947)
HIST 3361 (The Indian Subcontinent since 1947)
HIST 3370 (Modern Japan)
HIST 3380 (World War II in the Pacific)
HIST 4450 (China and the West)
HIST 4460 (Gandhi in History)
HIST 4470 (Warriors of Japan: The Samurai)

PHIL 3425 (Language and Meaning)

POLI 3148 (Government and Politics of India)
POLI 3240 (Chinese Government and Politics)

PSYC 4700 (Culture and Psychology)

SOCI 3230 (International Migration and Ethnic Communities)
SOCI 3270 (Education, Nation-Building and Globalization)
SOCI 3275 (Sociology of Popular Culture)
SOCI 3320 (Sociology of Global Inequalities)

See Appendix B for a list of courses along with their calendar descriptions and prerequisites.

Program Delivery

Explain the learning methodology/methodologies to be used.

The learning environments will be varied. Lower division courses will consist of lectures, multimedia presentations, guest speakers, labs, and cultural field projects. Courses at the 3000-level may include an experiential component. Courses at the 4000-level will include seminars, research projects, and fieldwork. Methodologies will also be diverse. They will be student-centered, and may include class and small-group discussion, interactions with native speakers of the target languages and other forms of community-based learning, as well as activities such as student-led seminars. Delivery methods for the proposed Minor will involve blended class formats with an online component, digital labs, and/or video conferences. The computer-assisted methods of delivery will give prospective students more timetable flexibility, allowing them to complete several of the program requirements at more convenient times. The inclusion of courses found in other disciplines adds an important element of multidisciplinary to learning in the Minor.

Admission Requirements

Describe the admission requirements for this program.

The BA, Minor in Language and Culture is a four-year degree program with two key entry points. Students may apply and enter into the first year of the degree, provided they meet the established Bachelor of Arts entrance requirements:

- English 12 with a 'B' (or equivalent)
- Mathematics:
 - Minimum grade of 'C' in Pre-Calculus 11, Principles of Mathematics 11, or Applications of Mathematics 12 (or equivalent); or
 - Minimum grade of 'C+' in Foundations of Mathematics 11 (or equivalent); or
 - Minimum grade of 'C-' in Pre-Calculus 12 or Foundations of Mathematics 12 (or equivalent)

Entrance into third-year follows the standard third-year entrance requirements for BA, which are, in addition to the above:

- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements);
- Grade of 'C' in all required 1000- and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent);
- Two Quantitative courses (total of six or more credits);
- 12 credits of Arts breadth courses;
- Mathematics:
 - Minimum grade of 'C' in Pre-Calculus 11, Principles of Mathematics 11, or Applications of Mathematics 12 (or equivalent); or
 - Minimum grade of 'C+' in Foundations of Mathematics 11 (or equivalent); or
 - Minimum grade of 'C-' in Pre-Calculus 12 or Foundations of Mathematics 12 (or equivalent); or
 - Minimum grade of 'C+' in the above Two Quantitative courses (three credits of which must be from the Faculty of Science & Horticulture)
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

Students may, however, declare their Minor in Language and Culture at any time, provided all admission requirements are met. Students wishing to transfer to Kwantlen's BA program from

another institution should refer to the Transfer Credit website at www.kwantlen.ca/transfercredit to ensure they are familiar with the process involved in transferring to Kwantlen.

Faculty

French

Olivier Clarinval – PhD (University of Oregon)

Specialization: French Language Education

Patrick Karsenti – MA (Sherbrooke University)

Specialization: French Language Education, Cultural Studies and French Literature

German

Bea Pires – MA (Simon Fraser University)

Specialization: German Language Education, Linguistics, Translation

Japanese

Sumiko Nishizawa – PhD (University of British Columbia)

Specialization: Japanese Language Education, Translation

Seiko Roberts – MA (St. Michael's College)

Specialization: Japanese Language Education

Arthur Allan Bailey – PhD (University of British Columbia)

Specialization: Cultural Identity

Linguistics

Päivi Koskinen – PhD (University of Toronto)

Specialization: Finnish Language, Morphology, Syntax, Language Acquisition

Mandarin

Yanfeng Qu – PhD (University of British Columbia)

Specialization: Chinese Language Education, Chinese Syntax, General Linguistics

Punjabi

Ranbir Johal – MA (University of British Columbia)
Specialization: Punjabi Language Education, Punjabi Literature

Spanish

Constanza Rojas-Primus – PhD (University of Alberta)
Specialization: Spanish and Latin American Studies, Sociolinguistics

Patrick Karsenti – M.Ed. (Leon University)
Specialization: Spanish Language Education

Please see Appendix C for full details.

Program Resources

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

- **Library resources**
A Library Impact Assessment has been completed for the proposed BA Minor in Language and Culture. Please see Appendix G for details.
- **Computer and computer access**
Since the BA Minor in Language and Culture is composed of currently existing courses, computers and computer access for students are adequate and in place.
- **Classrooms, laboratories and equipment**
Existing classrooms, laboratories and equipment already support the courses in the BA Minor in Language and Culture.
- **Existing and shared resources at the institution or at other institutions that will be used to offer the program**
None
- **Additional resources that will be required to offer this program.**
None

Provide the intended implementation schedule for the new program and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.

The department of Modern Languages is proposing to launch this program in September 2014. Students can enter the program at any time, provided that they have taken the required courses and prerequisites. Lower division courses for the Minor already exist, as well as a sufficient number of 3000-level courses and some 4000-level courses. Lower-division courses and some courses at the 3000-level will be offered as usual during 2014-2015. This Minor does not require any additional resources. Upper-division courses at 4000-level may be increased in the future if demand warrants.

Program Consultation

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

Internal and external program consultation has taken place at many different levels and at many different points during the development of this degree. The following tables show internal and external consultation respectively.

Internal Consultation at Kwantlen Polytechnic University

Name	Title / Occupation	Consultation Method
Modern Languages Department	Faculty team	Input on draft proposal development
Sarah Bell	Former Degree Advisor, Faculty of Social Sciences	Guidance and input on the BA framework
Naomi Ben-Yehuda Susan Black	Degree Advisor, Faculty of Arts	Review of draft proposal
Arthur Coren	Former Dean, School of Business	Review of draft proposal and letter of support
Elaine Decker	Former Director, Educational Development	Guidance and input on the BA framework
Tracey Kinney	Chair, Department of History	Review of draft proposal and letter of support
Romy Kozak	Associate Dean, Faculty of Arts	Review of draft proposal
Ken Stark	Faculty, Department of Anthropology	Review of draft proposal and letter of support

Sam Migliore	Faculty, Department of Anthropology	Review of draft proposal and letter of support
Diane Naugler	Associate Dean, Faculty of Arts	Review of draft proposal
Diane Purvey	Dean, Faculty of Arts	Review of draft proposal
Sandra Schinnerl	Director, Office of International Students and Scholars	Review of draft proposal and letter of support

External Consultation - Academic

Name	Title / Occupation	Institution	Consultation Method
Suzanne Gessner	Consultant Linguist for the First Peoples' Heritage, Language and Culture Council; Instructor for the Departments of Linguistics and Indigenous Education	University of Victoria	Review of draft proposal and letter of support
Elaine Gold	Lecturer and Former Undergraduate Coordinator, Linguistics	University of Toronto	Review of draft proposal and letter of support
Martha McGinnis	Associate Professor, Undergraduate Advisor and Co-op Coordinator	University of Victoria	Review of draft proposal and letter of support
Anne Murphy	Assistant Professor and Chair, Punjabi	University of British Columbia	Review of draft proposal and letter of support
Linda Qiao	Chinese Program Coordinator	University of Fraser Valley	Review of draft proposal and letter of support
Rosa Stewart	Chair, SCOLA	BC Standing Committee on Language Articulation	Review of draft proposal and letter of support
Tom Whalley	Faculty, Modern Languages and Former Interim Dean, Faculty of Developmental Education	Douglas College	Review of draft proposal and letter of support
Martina Wiltschko	Associate Professor, Linguistics	University of British Columbia	Review of draft proposal and letter of support
Lilian Zúccolo	Senior Lecturer, Spanish	Simon Fraser University	Review of draft proposal and letter of support

External Consultation - Business

Name	Title / Occupation	Institution	Consultation Method
Bill Brooks	Manager	Long & McQuade Musical Instruments	Review of draft proposal and letter of support
Robert Chen	President, Canadian Teaching Chinese as a Second Language Association	University of British Columbia	Review of draft proposal and letter of support
Steve Chevalier	Assistant to the Consul, Cultural Affairs	Consulate General of Japan	Review of draft proposal and letter of support
Kazuyuki Okamoto	Former General Manager	H.I.S. Canada Inc.	Review of draft proposal and letter of support
Helen Wang	Manager	Bank of China	Review of draft proposal and letter of support

Attach all written comments, both positive and negative

Please see Appendix F.

Appendices

Appendix A: Field School Studies Abroad

Appendix B: Course Descriptions of Existing Courses

Appendix C: Faculty Curriculum Vitae

Appendix D: Kwantlen Modern Languages Students' Survey

Appendix E: Library Impact Assessment

Appendix F: Letters of Support

Issue: **Concept and Full Program Proposal: Bachelor of Arts Major in Applied Geography**

For Information: At its June 24, 2013 meeting, Senate approved the mini Concept Document and the Full Program Proposal for the Bachelor of Arts, Major in Applied Geography.

The Board Finance & Audit Committee reviewed the concept and proposal from the financial perspective at its September 4, 2013 meeting and passed a motion recommending Board of Governors approval.

The Governance Committee reviewed the concept and proposal to ensure that it links to the University's mission and strategic objectives at its September 11, 2013 meeting and passed a motion recommending Board of Governors approval.

As agreed by the Board/Senate Task Force on Bi-cameral Governance, a report from Senate is attached summarizing its assessment of the potential success of a program based on its review of the program concept document.

For Approval: **THAT the Board of Governors approve the Program Concept and Full Program Proposal for the Bachelor of Arts, Major in Applied Geography.**

Program Concept and Full Program Proposal: B.A. Major in Applied Geography

Senate reviewed and approved the mini program concept and full program proposal for the Bachelor of Arts, Major in Applied Geography at the June 24, 2013 meeting. The documents were thoroughly reviewed by the Senate Standing Committee on Curriculum before being recommended to Senate for approval.

The B.A Major in Applied Geography builds on a successful B.A. Minor in Geography. The Major is designed to combine theoretical and applied knowledge in the field of urban geography. With its explicitly applied orientation, the degree affords students extensive opportunities for hands-on learning. Student proficiency is developed through a carefully structured progression of courses, including dedicated skills courses in qualitative, quantitative and cartographic/ Geographic Information Systems (G.I.S.) techniques beginning at the 2000 level. Starting in third year, hands on research and service opportunities will allow for collaboration between faculty, students, and private and public sector community partners. A proposed Co-op option would provide relevant work experience and employment development for students seeking geography-related employment upon graduation. Students who complete the degree will be well prepared to work in a range of jobs given the focus on skills development. Several of the letters of support drew attention to the benefits our students will derive from the focus on skills acquisition.

This mini-concept form is for developing a B.A. Major where an approved B.A. Minor is in place.

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

Please limit this to 3 pages, exclusive of appendices.

A. Originating Group

1. Internal Developers

<i>Developer:</i>	John Rose	<i>Faculty:</i>	Arts
<i>Dean:</i>	Diane Purvey	<i>Faculty:</i>	Arts

Date: May 29, 2013

If joint educational offering, name of other institution:

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

B. Basic Information

B.1 Name of proposed program:

B.A. Major in Applied Geography

B.2 Proposed credential to be granted:

B.A. Major in Applied Geography

B.3 Expected length of program

4 Years or 8 Terms

B.4 Anticipated start date of program:

September, 2014

C. Student and Faculty Profile

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

The program is targeted to students who seek a skills-focused, urban-themed, baccalaureate degree in human geography and intend to obtain entry-level, geography-related jobs after graduation, to continue with graduate-level study in geography and/or urban planning, or to pursue one of the specialized diploma programs offered in Geographic Information Systems (GIS). Refer to *Appendix E: Degree Proposal Review Report*, for an indication of potential employment areas for program graduates.

The program is not targeted to a particular demographic group, but given its definition and purpose we anticipate the program will draw students from a variety of sources, including existing Kwantlen Geography degree students (AA, B.A. Minor) who have indicated a strong desire for a B.A. Major, Kwantlen students yet to declare a degree program, recent high school graduates, mature students, and transfer students from the range of BC colleges and universities offering first and second year Geography courses.

The department will recruit existing Kwantlen Geography degree students and undeclared Kwantlen students through internal marketing by student advising and Geography faculty. It will work with Kwantlen's Marketing and Communications office to develop, upon degree approval, a campaign to advertise the program to the general public in metropolitan Vancouver and recruit students from this population. The department will also initiate contact with the school districts in Kwantlen's primary catchment area (Delta, Langley, Richmond, and Surrey), and will build connections with high school social studies and geography teachers in order to promote the degree to students with an interest in the subject area. In the course of external consultation during degree development, the department has also engaged in preliminary discussions with the Chairs of Geography departments in various BC colleges about block transfer agreements, and will work towards finalizing agreements once the degree has been approved.

C.2 Explain how current faculty are able to deliver the program, both in terms of qualifications / specialization and in terms of program capacity. If they are not, how this issue will be addressed

The department's current faculty complement possesses the academic credentials and knowledge to deliver the program. All four of the department's human geographers, who would deliver introductory and upper-level skills and human geography courses in the proposed program, possess Ph.D. degrees in Geography. Of the five physical geographers who would deliver introductory physical geography courses and selected, introductory, skills courses, all hold a Master's degree in Geography, with one possessing additional, professional credentials in Geology, and two holding Ph.D. degrees in Geography. The department operates with a base instructional budget of 64 sections/fiscal year which can accommodate all of the courses in the proposed degree, including multiple sections of introductory classes.

Refer to *Appendix B: Library Assessment* for analysis of the library's capacity to support the proposed program. *Appendix D: Budget* provides an assessment of the anticipated costs and revenue streams associated with the proposed program.

D. Consultations (*Degree FPP section 9. Program Consultation*)

D.1 With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback. Refer to Appendix A.

Refer to *Appendix A: Internal Consultations* for a summary listing of internal consultations associated with the proposed degree.

D.2 With whom have you consulted *externally* regarding this proposal. What were the results of these consultations? Please provide names, dates, and summary of discussions.

Refer to *Appendix C: External Consultations* for a summary listing of external consultations associated with the proposed degree.

Appendix A / Internal Consultations

<i>DEPARTMENT</i>	<i>CONTACT</i>	<i>LOCAL</i>
<u>Academic Departments</u>		
Geography	John Rose, Chair	2658
<p>-collaborative development of the degree's focus and curriculum occurred at department meetings between 2010 and 2012.</p> <p>-Full Program Proposal was unanimously supported by the department in November, 2012. Geography students were consulted and informed at social/informational events in 2012 and 2013, with faculty/student discussions taking place on an ongoing basis.</p> <p>-with no required non-GEOG courses in the proposed program, impacts on other programs are expected to be minimal. Some discussion has occurred with the following academic departments/programs to obtain feedback on the degree, to consider possibilities for future collaboration, and to consider education planning/scheduling coordination in cases where other programs utilize courses within the proposed degree:</p>		
Policy Studies	Heather Harrison, Co-Ordinator	2580
<p>-e-mail correspondence and in-person meetings between 14/02/13 and 06/05/13. Discussions focused on collaboration with classes and external partners for experiential learning courses in GEOG and POST. Dialogue is ongoing.</p>		
Sustainable Agriculture	Kent Mullinix, Director	2540
<p>-requested by e-mail on 25/02/13 to meet and discuss Full Program Proposal and suggest potential electives in Sustainable Agriculture. Accepted offer on 25/02/13. Meeting pending. Plan to also discuss impact of program on GEOG 1101 and GEOG 2250 offerings, which are required courses in the B.Sust.Ag. program.</p>		
<u>Co-Operative Education</u>	Shawn Erickson, Director, Co-Op Education and Career Services	2013
<p>-e-mail correspondence and in-person meetings between 18/10/11 and 27/05/13. Supportive of program and of inclusion of Co-Op option as an adjunct to it. Dialogue is ongoing.</p>		
<u>Facilities Services Administration</u>	Iain Hunter, Manager, Facilities Operations	2402
<p>-requested by e-mail on 27/03/13 to review Full Program Proposal and offer feedback. Accepted request by e-mail on 02/04/13; draft sent by e-mail on 23/05/13. Response pending.</p>		
<u>Faculty of Arts</u>	Jennifer Kook, Divisional Business Manager	2904
<p>-requested by e-mail on 05/12/12 to review Full Program Proposal and offer feedback. Replied on 27/05/13 with budget analysis of costs and revenues, for consideration and inclusion in budget document attached to program Mini Concept.</p>		
<u>Faculty of Arts BA Advising</u>	Naomi Ben-Yehuda, Susan Black, Degree Advisors, Arts	2971; 2009
<p>-e-mail correspondence and in-person meetings between 20/01/2012 and 04/02/2013. Strongly supportive of</p>		

proposed program and advance planning with curricular development and harmonization of BA Minor degree in Geography to support entry of students into the proposed Major program.

Faculty of Arts Faculty Council **Billeh Nickerson, Chair** **2466**

-draft Full Program Proposal approved by Arts Faculty Council on 22/02/13

- **Curriculum Subcommittee** **Tracey Kinney, Chair** **2609**

-draft Full Program Proposal approved by Arts Faculty Council Curriculum Subcommittee on 07/12/12

- **Academic Planning and Priorities Subcommittee** **Jan Thompson, Chair** **3170**

-draft Full Program Proposal approved by Arts Faculty Council Academic Planning and Priorities Subcommittee on 07/02/13

Information and Educational Technology **Paula Hannas, Manager, User Support** **2390**

-requested by e-mail on 27/03/13 to review Full Program Proposal and offer feedback. Accepted request by e-mail on 02/04/13; draft sent by e-mail on 23/05/13. Response pending.

Institutional Analysis and Planning **Jo-Anne Rempel, Research Assistant** **3127**

-IAP assessment of Full Program Proposal initiated by Faculty of Arts Dean Diane Purvey around 07/12/12. IAP Degree Proposal Review (Appendix E) received by e-mail on 21/05/13. Report indicates that the Applied Geography degree is unique in BC's postsecondary environment, prepares students for a range of potential geography-related jobs for which there is a modest (and perhaps underestimated) level of anticipated openings, and potentially feeds into a host of graduate-level urban/geography/GIS programs in BC.

Library Services **Elaine Samwald, Librarian, Collection Development & Library Research Sessions** **3066**

-initial inquiry about Library Impact Assessment made by e-mail on 27/03/13. Draft Full Program Proposal sent by e-mail on 08/04/13 to initiate assessment process. Library Impact Assessment (Appendix B) received by e-mail on 28/05/13. Stated support for degree as valuable addition to Kwantlen Polytechnic University.

Marketing and Communications **Joanne Saunders, Director** **2888**

-requested by e-mail on 27/03/13 to review Full Program Proposal and offer feedback. Acknowledged potential impact on Communication and Marketing Services, but stated that it was not necessary to review the Full Program Proposal. Recommended meeting, once the program was approved, to develop promotional campaign.

Office of the Registrar **Robert Hensley, University Registrar** **2018**

-review of draft Full Program Proposal in advance of Arts Faculty Council meeting on 22/02/13. E-mail correspondence, following up on the meeting, received on 25/02/13. Stated support for the degree as consistent with Kwantlen's polytechnic mandate and provided extensive advice on wording and content of

Mini Program Concept B.A. Major in Applied Geography

admissions requirements for the program. Advice incorporated into final draft as submitted to Senate on 29/05/13.

Office of the Vice-Provost and Students

**Ron Maggiore,
Vice-Provost, Students**

2905

-requested by e-mail on 27/03/13 to review Full Program Proposal and offer feedback. Response pending.

Provost and VP Academic

**Steve Dooley,
Director, Community Engagement**

3182

-e-mail correspondence and in-person meetings between 02/22/12 and 07/02/2013. Discussions focused on applied learning/research opportunities in third year thematic courses in proposed program, and potential for collaboration with other departments at Kwantlen. Dialogue is ongoing.

Student Engagement-General

**Joshua Mitchell,
Director, Student Engagement**

2474

-requested by e-mail on 27/03/13 to review Full Program Proposal and offer feedback. Accepted request by e-mail on 02/04/13. Full Program Proposal sent for review on 29/05/13.

Appendix B / Library Impact Assessment

Refer to the attached *Library Impact Assessment* document.

Appendix C / External Consultations

**British Columbia Institute of Technology
Burnaby, BC**

**Sheila Churchill, Program Head,
Geographic Information Systems**

-requested by e-mail on 27/03/13 to review summary program details, offer feedback, and consider future collaboration. Indicated interest in discussing an articulation agreement to facilitate entry of program graduates into BCIT's GIS programs. Dialogue is ongoing.

**Camosun College
Victoria, BC**

**Chris Ayles, Chair,
Department of Social Sciences**

-requested by e-mail on 27/03/13 to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail on 10/04/13, and expressed willingness to discuss block transfer agreement in the future.

**Douglas College
New Westminster, BC**

**Mike McPhee, Chair,
Department of Geography**

-requested by e-mail on 02/04/13 to review summary program details, offer feedback, and consider future collaboration. Responded favourably by e-mail on 02/04/13 and expressed willingness to discuss block transfer agreement in the future. Dialogue is ongoing.

Langara College
Vancouver, BC**Jim Bowers, Chair,**
Department of Geography

-requested by e-mail on 27/03/13 to review summary program details, offer feedback, and consider future collaboration. Replied by e-mail on 18/04/13 with feedback on the degree. Supportive of degree and willing to write letter of support as BA Major; requested further information about elements which justify the degree's designation as applied degree. Dialogue is ongoing.

Northern Lights College
Dawson Creek, BC**Wim Kok, Instructor,**
Department of Geography

-requested by e-mail on 27/03/13 to review summary program details, offer feedback, and consider future collaboration. Followed up with e-mail on 21/05/13. Response pending.

Northwest Community College
Terrace, BC**Gordon Weary, Instructor,**
Department of Geography

-requested by e-mail on 27/03/13 to review summary program details, offer feedback, and consider future collaboration. Replied by e-mail on 25/05/13 with supportive message about the proposal and a list of NWCC Geography courses for consideration in a potential block transfer agreement. Dialogue is ongoing.

Selkirk College
Castlegar, BC**Brendan Wilson, Chair,**
Department of Environment and
Geomatics

-requested by e-mail on 27/03/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into Selkirk's GIS programs. Replied by e-mail on 27/05/13 with supportive message about the proposal and discussion of flexible course requirements/equivalencies to facilitate student transfers between institutions. Dialogue is ongoing.

Simon Fraser University
Burnaby, BC**Eugene McCann, Chair,**
Graduate Program, Dept. of Geography

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into SFU Geography's Master's program. Response pending.

Simon Fraser University
Burnaby, BC**Karen Ferguson, Chair,**
Urban Studies Program

-requested by e-mail on 28/03/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into the Master of Urban Studies program. Sent strong endorsement letter for program by e-mail on 30/04/13.

Thompson Rivers University**Darryl Carlyle-Moses, Chair,**
Department of Geography

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into TRU Geography's Master's program. Response pending.

University of British Columbia
Vancouver, BC

Marwan Hassan, Chair,
Department of Geography

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into UBC Geography's Master's program. Response pending review of summary program documents by department's human geographers.

University of British Columbia
Vancouver, BC

Stephanie Chang, Interim Director,
School of Community and Regional
Planning (SCARP)

-requested by e-mail on 28/03/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into SCARP's Master's program. Replied by e-mail on 29/04/13 indicating interest and a willingness to review the proposal, and on 15/04/13, noting that SCARP's Master's program students come with BA degrees in Geography and that SCARP would be of interest to graduates of the proposed program. Requested more information about academic training in the degree and the types of students who would be enrolled for the purposes of evaluating entry of program graduates. Dialogue to continue upon return of Penny Gurstein as SCARP Director in July.

University of British Columbia—Okanagan
Kelowna, BC

Bernard Momer, Associate Professor,
Department of Geography

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into UBCO Geography's Master's program. Response pending.

University of Northern British Columbia
Prince George, BC

Neil Hanlon, Chair,
Department of Geography

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into UNBC Geography's Master's program. Response pending.

University of Victoria
Victoria, BC

Philip Dearden, Chair,
Department of Geography

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into UVIC Geography's Master's program. Response pending.

Vancouver Island University
Nanaimo, BC

Alan Gilchrist, Chair,
Department of Geography

-requested by e-mail on 28/03/13 to review summary program details, offer feedback, and consider suitability of program graduates for entry into VIU's GIS programs. Sent strong endorsement letter for program by e-mail on 06/05/13 and welcomed further discussion about departmental collaboration. Dialogue is ongoing.

Victoria University of Wellington
Wellington, New Zealand

Mairead de Roste, Senior Lecturer,
School of Geography, Environment, and
Earth Sciences

-requested by Jan Thompson in 01/13 to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail on 06/02/13.

City of Langley
Langley, BC**Peter Fassbender, Mayor,**
City Councillors

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider future collaboration. Supportive e-mail reply from Mayor Fassbender received on 21/05/13 indicating that a letter of support will likely follow. Follow-up response pending.

City of North Vancouver
North Vancouver, BC**Darryl Mussato, Mayor**

-requested by John Martin in 12/12 to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail and surface mail on 23/01/13.

City of Richmond
Richmond, BC**Dave Semple, General Manager,**
Community Services

-requested by Parthi Krishnan in 01/13 to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail and surface mail on 06/05/13.

City of Richmond
Richmond, BC**Malcolm Brodie, Mayor,**
City Councillors

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider future collaboration. Response pending.

City of Surrey
Surrey, BC**Dianne Watts, Mayor,**
City Councillors

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider future collaboration. Response pending.

City of Whitehorse
Whitehorse, Yukon**John Streicker, Councillor**

-requested by Jan Thompson in 12/12 to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail and surface mail on 28/01/13.

Corporation of Delta
Delta, BC**Jeff Day, Director,**
Community Planning and Development

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider future collaboration. Response pending.

Corporation of Delta
Delta, BC**Lois Jackson, Mayor,**
City Councillors

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider future collaboration. E-mail received from Delta City Clerk on 28/05/13 indicating that proposal had been distributed to various municipal departments for consideration. Proposal to be presented to council for consideration at June 10 sitting. Responses from this council meeting to be posted at the Corporation of Delta website.

Township of Langley
Langley, BC**Jack Froese, Mayor,
City Councillors**

-requested by e-mail on 21/05/13 to review summary program details, offer feedback, and consider future collaboration. Response pending.

Ecopath Planning
Vancouver, BC**Eric Doherty, Principal**

-requested by Bill Burgess in 01/13 to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail and surface mail on 05/03/13.

Greater Vancouver Homebuilders' Association (GVHA)
Surrey, BC**Bob de Wit, CEO**

-requested by e-mail on 11/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Follow-up e-mail correspondence on 24/05/13 discussing skills and thematic content as applied to industry. Further response pending.

Langley Chamber of Commerce
Langley, BC**Lynn Whitehouse, Executive Director**

-requested by e-mail on 18/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Replied by e-mail on 21/05/13 expressing willingness to write letter of support for program. Further response pending.

Pacifica First Property Management
Richmond and Vancouver, BC**Derek Lew, President**

-requested by e-mail on 11/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Met in person on 23/03/13 to discuss proposal. Further response pending.

Real Estate Board of Greater Vancouver (REBGV)
Vancouver, BC**Bob Wallace, CEO**

-requested by e-mail on 18/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Received e-mail reply stating that program documents were sent on to Bob Wallace, CEO, who is engaged in initiatives to improve the education of realtors and expressed great interest in the proposed program. Follow-up e-mail sent on 21/05/13. Further response pending.

Richmond Centre for Disability
Richmond, BC**Ella Huang, Executive Director**

-in-person meeting in 01/13 and request made to review summary program details, offer feedback, and consider future collaboration. Sent strong endorsement letter for program by e-mail on 22/05/13.

Richmond Chamber of Commerce
Richmond, BC

Craig Jones, Executive Director

-requested by e-mail on 18/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Sent letter of support for program by e-mail on 22/03/13.

Surrey Board of Trade
Surrey, BC

Anita Huberman, CEO

-requested by e-mail on 18/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Received e-mail on 20/03/13 indicating that Anita Huberman would be reviewing program materials and considering supporting the degree. Further response pending.

Tourism Langley
Langley, BC

Deborah Kulchiski, Executive Director

-requested by phone and e-mail on 11/03/13 to review summary program details, offer feedback, and consider future collaboration. Follow-up e-mail sent on 21/05/13. Response pending.

Urban Forum Associates
Vancouver, BC

Lance Berelowitz, Principal

-requested by e-mail on 18/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Replied with supportive e-mail on 24/05/13 endorsing program's value and merits, but did not see program graduates would be employed with his firm. Referring McGill University graduate to Chair to discuss degree and employment opportunities.

Urban Futures Strategic Research
Vancouver, BC

Andrew Ramlo, Director

-requested by e-mail on 12/03/13 to review summary program details, offer feedback, and consider future collaboration and employment opportunities for program graduates. Replied with supportive e-mail endorsing program's urban focus, and with questions about specific courses. Declined to offer official support letter in order to maintain company's impartiality.

Appendix D / Budget

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

Non-Recurring Costs

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

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

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development*						
Curriculum development**						

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Faculty_recruitment						
Staff – PD / enrichment						
Sub-total						\$0

Capital Costs (Equipment, Renovations)***

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Sub-total						\$0***

Totals

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring						
Capital Costs						\$0
Totals						\$0

* John Rose, program developer, was granted one section of time release in Fall 2011 for program development.

** As noted in the *Full Program Proposal*, all new courses for the proposed program have been developed and approved in advance of Fall 2013. One course is in the process of being revised. No start-up funding for curriculum development is required.

***Geography has, to date, applied resources to purchase digitizing tablets, digital spatial datasets, and an external hard drive to support Geographic Information Systems (GIS) lab needs for current and future students. This equipment, in addition to the existing GIS hardware/software and computer labs managed by IET, provides sufficient start-up resources for the program.

J. Costs and Revenue continued

On-Going Costs**Operating Costs**

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty†				\$42,500† (0.5 FTE)	\$42,500† (0.5 FTE)	
Required service courses*						
Administrative Support						
Advisor						
Specialized IET						
Specialized IT Support						
Library (see Library Assessment Template – Appendix B)		\$8,164	\$8,164	\$8164	\$8164	\$32,656
Lab operating costs – Salary (Student Assistants for GEOG 2390 and 2400). <i>Costs may be partially covered through lab fees charged.</i>		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Lab operating costs – Non-Salary Ongoing acquisition of environmental/social datasets to support use of computerized Geographic Information Systems (GIS) teaching/research and GIS-based analysis. Including license/ software renewals and replacement costs. <i>Costs may be partially covered through lab fees charged.</i>		\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Ongoing research costs						
Other – Marketing/Fundraising/Community Engagement & Awareness††		\$500	\$500	\$500	\$500	\$2000
Grand Totals		\$4,500	\$4,500	\$4,500	\$4,500	\$18,000

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


*Explain required service courses

†Represents a request for additional faculty, conditional on program growth, increased enrolments, departmental development of Bachelor of Science Minor/Major degree, and funding available in the Faculty of Arts. Given the conditional nature of this budget request, it has not been included in the Grand Totals row at the bottom of the table.

††To cover costs associated with community liaison work and meetings of External Advisory Committee to be formed and maintained.

Revenue

Item	No. of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
<p>Tuition Assumption: 3 credit courses, 30-seat class sizes.</p>		15 new students x 8 courses per academic year x \$272 tuition revenue per 3-credit course = \$32,640	22 new students x 8 courses per academic year x \$272 tuition revenue per 3-credit course = \$47,872	28 new students x 8 courses per academic year x \$272 tuition revenue per 3-credit course = \$60,928	30 new students x 8 courses per academic year x \$272 tuition revenue per 3-credit course = \$65,280	\$206,720
<p>Lab & Supply fees As at May 22, 2013 KBIT reported a seat count of 1,458 in academic year 2012-2013 (1,358 seats were lower-level offerings and 100 were upper-level offerings). Approx. \$10 per student per course. Lab & Supply fees subject to change and correspond with costs to cover lab support expenses.</p>		1,458 + 120 students x \$10 lab fee = \$15,780	1,578 + 176 students x \$10 lab fee = \$17,540	1,754 + 224 students x \$10 lab fee = \$19,780	1,978 + 240 students x \$10 lab fee = \$22,180	\$75,280



May 29, 2013

Signature of Dean submitting concept document

Date

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

Date

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

Funding for program development, including time release in Fall 2011 and equipment acquisition in FY 2012-13, was funded by the Faculty of Arts through its operating and capital budgets.

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

Funding for program delivery will largely be borne through tuition fees and lab fees paid by Kwantlen students enrolled in Geography courses. Ongoing acquisitions of GIS datasets will be sourced from the Faculty of Arts capital budget, with paid student lab support workers being funded through student lab fees and the Faculty of Arts operating budget.

Appendix E / Degree Proposal Review Report

Refer to the attached *Degree Proposal Review Report* document.



Full Program Proposal

*Bachelor of Arts
Applied Geography Major*

Department of Geography
Faculty of Arts

Kwantlen Polytechnic University
Draft

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

The Executive Summary must present, in a succinct manner, the purpose of the proposal and a summary of the key objectives and outcomes of the proposed degree program and must include the following information:

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

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

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

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

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability. These are described in further detail within our Mission and Mandate document at <http://www.kwantlen.ca/mission/mission-mandate.html#>.

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

Bachelor of Arts, Major in Applied Geography.

c) *Location*

The Bachelor of Arts, Major in Applied Geography program will be offered on Kwantlen's Surrey campus, with some 1000 and 2000 level courses offered on the Richmond and Langley campuses.

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

The Department of Geography, Faculty of Arts, will be offering the proposed Bachelor of Arts, Major in Applied Geography degree.

e) *Anticipated program start date*

The anticipated start date of the program is September 2014. Since the Geography Department already offers a Bachelor of Arts, Minor in Geography degree, students who meet application and entrance requirements may be eligible to enter year three of the B.A. Major in Applied Geography as early as September 2014.

f) *Anticipated completion time in years or semesters*

Students engaged in full-time study will be able to complete the Bachelor of Arts, Major in Applied Geography in four years.

g) *A summary of the proposed program*

The B.A. Major in Applied Geography is designed to provide students with a coherent undergraduate degree that combines theoretical and applied knowledge in the field of human geography. Students completing the B.A. Major in Applied Geography will be well-prepared to work in a range of jobs, in fields such as urban planning, environmental consulting, market research, and education, involving the analysis of spatial processes and data. They will also be positioned to engage in further, graduate-level study in Geography and related disciplines, and, more broadly, to contribute to their communities as informed and capable citizens.

These outcomes are fostered by a degree structure which offers a balanced progression of thematic and methods courses. The B.A. Major in Applied Geography features a range of dedicated thematic courses covering urban geography, economic geography, social geography, political geography, and geographic thought, exposing students to the conceptual breadth of human geographic inquiry. Students are also required to consider the natural environmental context of human activities, via required physical geography courses at the first and second year levels, third year courses on natural hazards and environmental geography which explicitly evaluate human/nature interaction, and a regional geography course requirement. In addition to their topical content, these thematic courses also instill selected geographic methods, through lab work and other activities and assignments built into class delivery and assessments. This skills development is augmented, in the B.A. Major in Applied Geography degree,

by dedicated methods courses which develop students' abilities to collect, analyze, and represent geographic data. These include geographically-focused, second year courses in quantitative and qualitative data analysis, second and fourth year courses in computerized, cartographic *geographic information systems (G.I.S.)*, and a course in geographic research design at the fourth year level. A proposed Co-Op option for students enrolled in the B.A. Major in Applied Geography will further support students intending to work in geography-related jobs during and after graduation.

Providing an overall coherence to the diversity evidenced within the B.A. Major in Applied Geography is the overarching focus on *urban* spaces and issues. This serves as the conceptual link to tie together thematic courses within this human geography degree, as a spatial framework for community-focused student research and service, and as a sufficiently flexible foundation for students to explore particular human geographic topics of interest to them, combining coursework in Geography with electives from other disciplines at Kwantlen Polytechnic University.

So conceived, the B.A. Major in Applied Geography is in accordance with Kwantlen's institutional identity, and will further the university's objectives as set out in the *KPU Strategic Plan: Vision 2018*, as well as the Faculty of Arts' *Arts Academic Plan 2013*. Within a competitive post-secondary environment in Metro Vancouver it offers a flagship geography program that is uniquely *polytechnic*: student-centered and innovative, combining a broad-based undergraduate education with applied learning (with a significant science/technical focus), opportunities for workplace experience (in the Co-Op option), and community-focused scholarship and service. The focus of the degree is also well-placed to facilitate faculty/student internationalization. Capable of being delivered by the Department of Geography with modest investments to its instructional resources, the B.A. Major in Applied Geography will further Kwantlen's goals of expanding its degree offerings and retaining upper year students, within the fiscal constraints faced by the university.

The target launch date is September 2014. There is strong support for the B.A. Major in Applied Geography and recognition of the need for this new degree among students at Kwantlen, among other actors within the institution, and among employers and programs beyond Kwantlen.

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

Dr. John Rose, Ph.D.,
Chair,
Department of Geography, Faculty of Arts
john.rose@kwantlen.ca

Part 2 – Degree Content

(Expand on each of the following:)

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

Geography, to cite one definition of the field, is “the study of the earth’s landscapes, peoples, places, and environments. It is, quite simply, about the world in which we live.”¹ Geographers study the *spatial* organization of the natural environment, human society, and the interactions between the natural and human realms; they are concerned about where things are located and, importantly, with understanding the processes producing these spatial patterns and interactions. In our everyday lives—getting from ‘a’ to ‘b’, dressing for the elements, planning a vacation, and other such quotidian activities—we demonstrate, often unconsciously, the importance of a basic grasp of geography. Engaging in more complex projects, such as selecting a location for a business, making environmentally responsible life-choices, evaluating public policy, and understanding world events, demands a deeper understanding of geographic concepts and processes.² Without this knowledge, we are compromised in our ability to effectively participate as full citizens of our communities.

The proposed B.A. Major in Applied Geography serves two, related educational objectives: i) to develop students’ understanding of geographic concepts and theories, and ii) to develop students’ ability to apply these concepts and theories to address real-world situations and problems, via qualitative, quantitative, and cartographic methods of data gathering, analysis, and representation.

The mandate to develop students’ awareness and understanding of geographic concepts, processes, and skill sets is informed by survey findings documenting significant gaps in geographic literacy among broad segments of the population, especially young adults.³ These gaps in literacy matter in an interconnected world

¹ Royal Geographical Society. “Geography Today: What is Geography?” Accessed Mar. 1, 2012. <http://www.rgs.org/geographytoday/what+is+geography.htm>

² As David Bond, Chair of the BC Wine Institute, notes, “geography is. . . foundation(al) social science. By that I ask you to contemplate how we could do without it? How could we orient ourselves?” Paper presented at the Geography, Business and Industry Session of the *Projecting Geography in the Public Domain in Canada* conference. University of Western Ontario, June 2, 2005. http://www.ccge.org/programs/geoliteracy/docs/symposium_june2005_business_bond.pdf. Accessed Feb. 27, 2012.

³ See, for example the dismal findings reported in the following geographic literacy surveys: Roper , RoperASW, *National Geographic-Roper 2002 Global Geographic Literacy Survey*. Prepared for the National Geographic Education Foundation. (New York: RoperASW, 2002), 16-17, Kendric, Smith & Partners, *The Perceived Importance of Geography, Comprehension of Geography and Geographic Literacy in Canada*. Prepared for the Royal Canadian Geographic Society. (Ottawa: Kendric, Smith & Partners, 2005), and Roper Public Affairs, *Final*

facing a host of environmental challenges. Poor to middling performance on surveys testing knowledge of rudimentary geographic facts is surely symptomatic of a more tenuous awareness of deeper geographic concepts and processes. Collectively, these results speak to the need for enhanced geographic education in the primary and secondary school systems. Yet survey results offer hope for a later intervention at the post-secondary level. Respondents who had university experience, and especially those who had taken a geography course, demonstrated greater geographic literacy than high school students (particularly those with no formal exposure to geography).⁴ The proposed B.A. Major in Applied Geography recognizes the need for geographic literacy, and the significance of the university context as a vehicle for imparting this knowledge to address significant gaps in geographic knowledge.

Conventionally, the university discipline of Geography is divided into *physical geography*, a natural science characterized by the investigation of the non-human environment, and *human geography*, a social science which examines the spatial aspects of culture and human interaction. Within each of these fields, the approach known as *applied geography* is characterized by its combination of theory and practice to solve real-world problems that have a spatial dimension. Applied geographers describe, explain, and evaluate such problems and may also prescribe, implement, and monitor solutions to them.⁵ As an applied human geography degree, the proposed B.A. Major in Applied Geography is designed to impart the geographic knowledge and skillsets that will enable students, whether in the non-profit, public, or private sector, to solve varied, real-world, problems with a spatial dimension.

Students will, in particular, study applied human geography in the *urban* context. The discipline of Geography is characterized by its breadth, with considerable diversity existing even within the sub-field of human geography. The urban focus of the B.A. in Applied Geography provides conceptual coherence to the range of thematic and techniques offered. Prevailing patterns of human settlement bolster the rationale for the degree's urban focus: between 2005 and 2010, global urbanization rates passed the 50% threshold, and by 2050 the proportion of the world's population living in cities is estimated to reach 67%.⁶ This is reflective of the significant growth in urbanization occurring within 'developing' countries, and

Report: National Geographic-Roper Public Affairs 2006 Geographic Literacy Study. Prepared for the National Geographic Education Foundation. 2006. (New York: Roper Public Affairs), p. 6.

⁴ Roper Public Affairs, 2006, op cit.; Kendric, Smith & Partners, op cit.

⁵ Michael Pacione, "In Pursuit of Useful Knowledge: the Principles and Practice of Applied Geography," in *Applied Geography: Principles and Practice*, ed. Michael Pacione (London, UK: Routledge, 1999), 3-18.

⁶ United Nations Department of Economic and Social Affairs, *World Percentage Urban 1950-2050*. Population Division, Population Estimates and Projections Section. Accessed March 21, 2012.

<http://esa.un.org/unpd/wup/unup/p2k0data.asp>

existing high rates of urbanization among ‘developed’ countries such as Canada, where 80% of the population lives in cities.⁷ To a significant extent then, and in particular within Canada, the study of human geography is the study of people living within cities. The B.A. Major in Applied Geography explicitly recognizes this and, capitalizing on the geographic location of Kwantlen Polytechnic University, fosters opportunities for students and faculty to explore human geography within the city-region of metropolitan Vancouver. So conceived, the degree also provides a foundation for potential student/faculty exchanges and comparative urban research, promoting the internationalization of Kwantlen Polytechnic University.

In sum, students completing the B.A. Major in Applied Geography will be well-prepared to work in a range of jobs, in fields such as urban planning, environmental consulting, market research, and education, involving the analysis of spatial processes and data, to engage in further, graduate-level study in Geography and related disciplines, and to contribute, more broadly, to their communities as informed and capable citizens.

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

The B.A. Major in Applied Geography will, in accordance with the *University Act*, enhance Kwantlen’s ability to offer academic programs leading to baccalaureate degrees, providing students within Kwantlen’s designated region a unique, undergraduate degree program in human geography. The degree’s emphasis on applied geography in the urban context and, especially, the hands-on research and service opportunities afforded by GEOG 3120, 3130, 3220, 3310, 3320, 4501, and 4380, will further serve the communities of Delta, Langley, Richmond, and Surrey by facilitating collaboration among faculty, students, and private and public sector community partners. In doing so, the B.A. Major in Applied Geography will meet the *University Act’s* imperative for Kwantlen to undertake and maintain applied research and scholarly activities within the resources available to the institution.⁸

The Faculty of Arts’ *Arts Academic Plan 2013*, and the *KPU Strategic Plan 2018* both identify the university’s polytechnic identity as entailing innovative and interdisciplinary education, with its programs of study providing applied learning and broad-based university education.⁹ The B.A. Major in Applied Geography embraces

⁷ Statistics Canada, *Census Snapshot of Canada: Urbanization*, 2008. Accessed March 21, 2012.

<http://www.statcan.gc.ca/pub/11-008-x/2007004/10313-eng.htm>

⁸ Province of British Columbia, *University Act*. “Functions and duties of a special purpose, teaching university.” S. 47.1. RSBC 1996, Chapter 468. See as well the Province of British Columbia, *University Act Designation of Special Purpose, Teaching Universities Regulation*. BC Reg. 355/2008, November 28, 2008.

⁹ Faculty of Arts, Kwantlen Polytechnic University. *Arts Academic Plan 2013*. Accessed May 25, 2013. https://our.kwantlen.ca/sites/arts/committees/FC/APP/Shared%20Documents/Arts_Academic_Plan_

this definition of polytechnic, combining broad-based courses in human and physical geography, more focused, urban-oriented thematic courses, and courses developing qualitative, quantitative, and cartographic geographic information systems (G.I.S.) skills. Interdisciplinary in its subject matter and approaches, geography draws upon other disciplines in the natural sciences, social sciences, and humanities while adding its own unique insights founded through its emphasis on the significance of location, space, and place. The degree's streamlined curriculum, organized around a focused core of Geography courses, has been crafted to facilitate interdisciplinary study outside of geography. Degree students will be encouraged to explore complementary courses in other disciplines at Kwantlen, depending on their particular interest in the main themes—political, economic, social, and environmental—within the applied, urban-oriented focus of the B.A. Major in Applied Geography.

A particular benefit of the degree's interdisciplinary design is the furthering of Kwantlen's mandate to support the development of applied science and technology.¹⁰ Required coursework in quantitative skills and G.I.S. serves to develop the scientific and technological capacity of students graduating with this B.A. degree, as well as providing relevant and accessible science and technology-focused course options for students enrolled in other programs at Kwantlen.

Graduating students of the B.A. Major in Applied Geography will thus be well-equipped to contribute to their urban communities as informed and capable learners, workers, and citizens, furthering Kwantlen's stated goals of promoting community engagement, socially relevant scholarship, and environmental stewardship and sustainability.¹¹ The degree's urban focus provides extensive opportunities for applied learning in the metropolitan Vancouver context, and the department is also investigating the potential of the degree to support international exchanges, service, and research which would further Kwantlen's goal of increased internationalization.¹² Extensive skills development through dedicated qualitative and quantitative techniques courses, and G.I.S. courses in the second and fourth years, will ensure that students have the tools to analyze, produce, disseminate, and apply the geographic knowledge they have gained in the course of their studies;

2013_Approved_by_AFC%20(2).pdf; Kwantlen Polytechnic University; Kwantlen Polytechnic University. *KPU Strategic Plan: Vision 2018*. Accessed May 25, 2013. <http://kwantlen.ca/president/strategicplanning/final-final-strategic-plan.pdf>.

¹⁰ Kwantlen Polytechnic University, *2011-2012 Academic Calendar. Kwantlen Vision and Commitments Statement*. Accessed Feb. 25, 2012. <http://www.kwantlen.ca/calendar/2011-12/introduction/vision.html>. Also see the goal to "Broaden Integration of Technology" in Faculty of Arts, Kwantlen Polytechnic University, op cit.

¹¹ Kwantlen Polytechnic University. *KPU Strategic Plan: Vision 2018*, op cit. Also see Kwantlen Polytechnic University. *Final Mission and Mandate*. Accessed Feb. 25, 2012. <http://www.kwantlen.ca/mission/mission-mandate.html>.

¹² Faculty of Arts, Kwantlen Polytechnic University, op cit.; Kwantlen Polytechnic University. *KPU Strategic Plan: Vision 2018*, op cit.

such skills should also prove beneficial to students in finding jobs in geography-related fields such as urban planning, environmental consulting, market research, and education, in accordance with Kwantlen's commitment to community building, and professional and continuing education.¹³

In sum, the B.A. Major in Applied Geography promises to be a flagship program for Kwantlen, one which reflects the institution's applied mandate and furthers its reputation.¹⁴ As articulated in its *2010/2011 - 2012/2013 Accountability Plan and Report*, Kwantlen faces increasing competition for domestic students, challenges in retaining upper-level students, and significant fiscal constraints. These challenges necessitate the development of unique programs, deliverable within the university's limited budget, which will serve to attract and retain students.¹⁵ Capable of being offered through the Geography department's existing instructional section budget and faculty complement, with modest investments in instructional resources, the B.A. Major in Applied Geography will enhance Kwantlen's ability to meet these various challenges in the coming years.

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

The B.A. Major in Applied Geography is designed to develop a strong foundation of conceptual and theoretical geographic knowledge among students enrolled in the program, and to develop students' abilities to apply geographic concepts to address real-world situations and problems, via qualitative, quantitative, and cartographic methods of data gathering, analysis, and representation. The curriculum is crafted to achieve these ends by progressively developing students' geographic knowledge base and skillsets in a way that facilitates focused, applied work at the third and fourth year levels. A proposed Co-Op option would provide relevant work experience and employment skills development for students seeking geography-related employment upon graduation.

The first year the program introduces students to the subject matter and approaches of geography, and develops their information processing abilities. Students take three introductory courses, GEOG 1101, 1110, and 1120, covering human geography, atmospheric science, and earth science, respectively. Students also take (in the first or second year) one regional geography course, GEOG 1160, 2140, 2170, 2185, or 2190, which integrates social/environmental knowledge of a particular geographic area of interest.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Kwantlen Polytechnic University, *2010/11 – 2012/13 Accountability Plan and Report*.

http://www.kwantlen.ca/_shared/assets/APR_sept_22_jr20281.pdf Accessed Mar. 1, 2012.

The second year of the program features nine credits of coursework focused on geographic skills development in qualitative methods (GEOG 2380), quantitative methods (GEOG 2390), and cartographic methods/G.I.S. skills (GEOG 2400). These courses provide the skills foundation to support student service and research during their third and fourth year coursework. Students also learn more about the *city*, which will serve as the spatial focus of the upper-level coursework, via GEOG 2250. In this second year of their program students further develop their understanding of the natural environment through a second-year course in physical geography, either atmospheric science (GEOG 2310) or geomorphology (GEOG 2320).

The third year of the program largely consists of advanced, urban-oriented courses in natural hazards (GEOG 3310), environmental geography (3320), economic geography (GEOG 3120), social geography (GEOG 3130), and political geography (GEOG 3220). Building on the skills foundation established in year two, these courses provide avenues for students to engage in applied service and research activities in their communities. A dedicated course on geographic thought, GEOG 3260, provides insight into the intellectual heritage of geography. Students explore the broader theories, and ethical and practical considerations, which have informed their geography coursework to date, and which they will need to consider as they take on a more active role as geographic researchers, professionals, and engaged citizens.

In the fourth year of the program two courses are explicitly geared towards the advanced development and application of geographic skills. In GEOG 4380 students build on the G.I.S. skills introduced in GEOG 2400 and develop and complete a G.I.S.-based research project. A broader research design course, GEOG 4100, has students craft a program of study—entailing considerations of theory, methods, funding, and dissemination—for answering a research question which they have formulated. Students will thus be well-positioned to pursue this, or other research interests, in their post-graduation employment and/or academic careers. Finally, a fourth-year special topics course, GEOG 4501, investigates unique geographic topics (changing annually) crafted to promote student engagement with community partners and contemporary urban developments.

- *Potential areas/sectors of employment for graduates and/or opportunities for further study*

Geography is a well-established university discipline spanning the arts and sciences, and offers students a number of trajectories for employment and/or further study. Even when a degree in Geography may not be identified as a specific, required credential for jobs in the public and private sectors, the knowledge and skills

geographers possess are demanded by a range of potential employers.¹⁶ A 2010 survey in the United Kingdom, examining the employment prospects of university graduates, for example, found that geography students had among the lowest rates of unemployment after graduation from their baccalaureate program; geography graduates and career advisors attributed this to the diverse skills, knowledge base, and flexible approach to career paths possessed by geography students.¹⁷

The potential for graduates of the proposed BA Major in Applied Geography to obtain employment outside of conventional 'geography' jobs is acknowledged by KPU's Office of Institutional Analysis and Planning (IAP), which conducted a review of the proposal in Spring 2013.¹⁸ However, IAP's survey of common occupations for Geography Majors yields a list of some 54 job types, including teacher, cartographer, urban planner, community developer, real estate agent/broker, and property manager, occupations spanning the public and private sectors.¹⁹ The IAP review, which examines in detail the labour market context for the proposed program, is appended to the Mini Concept document which accompanies this Full Program Proposal.

Students wishing to pursue further formal education in geography have a plethora of options. Geography Master of Arts degree programs are offered by all of the major research universities in British Columbia, SFU, UBC, UNBC, and UVic, providing graduate-school opportunities for Kwantlen geography graduates. The spatial focus of the proposed degree may also lead graduates to explore more urban-oriented graduate school programs. Master's programs in Urban Studies are logical destinations for program graduates, with a local example being SFU's M.Urb program. Students wishing to pursue the more specific field of planning may apply to Master's programs in planning, such as the M.A. in Planning in UBC's School of Community and Regional Planning. Both of these programs draw qualified applicants holding a range of undergraduate degrees, including those in Geography.

The proposed degree is not a vocational degree, but an applied degree in human geography with a strong skills-development component, including dedicated courses

¹⁶ Association of American Geographers (AAG), *Jobs & Careers: Frequently Asked Questions*, 2012. http://www.aag.org/cs/jobs_and_careers/preparing_for_a_geography_career/frequently_asked_questions Internet. Accessed Mar. 31, 2012.

¹⁷ See Alison White, "What makes psychology and geography grads the most employable?" *The Guardian*. November 18, 2010. <http://careers.guardian.co.uk/careers-blog/experts-view-why-are-certain-grads-less-likely-to-be-unemployed> Internet. Accessed Feb. 22, 2013. Given the employability skills identified by the Conference Board of Canada, there is reason to assume that the same skills base and flexible employment approach would be an asset for geography students in Canada. See the Conference Board of Canada, *Employability Skills 2000+*. http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb Internet. Accessed Feb. 22, 2013.

¹⁸ Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, *Bachelor of Arts in Applied Geography Major: Degree Proposal Review Report*, p. 4.

¹⁹ *Ibid.*, pp. 12-13.

in G.I.S. methods and applications. Students intending to move into a G.I.S.-intensive career, such as a G.I.S. technician or software developer, can follow up their Applied Geography degree at Kwantlen with focused G.I.S. instruction available through G.I.S. certificate/diploma programs at BCIT, UFV, or VIU. As resources and governmental policies permit, the department may also explore the possibility of developing such certificate/diploma programs at a future date to provide an in-house option for Kwantlen students, including those enrolled in the proposed B.A. Major in Applied Geography.

The IAP review, which examines in detail the post-secondary educational context for the proposed program, is appended to the Mini Concept document which accompanies this Full Program Proposal.

In the course of developing this degree proposal the Department of Geography at Kwantlen has engaged in extensive consultation with various academic, government, and private-sector bodies in the metropolitan Vancouver area. See **Appendix B: External Consultations** and **Appendix C: Letters of Comment Received** for a list of these contacts and their summary feedback on the degree proposal. The department will be developing, in conjunction with these organizations, a B.A. Major in Applied Geography Advisory Committee which will monitor the progress of the degree, evaluate the success of program graduates, and facilitate successful, post-graduation, student employment and educational outcomes.

- *Delivery methods*

Students may enroll in the program on either a part-time or full-time basis. The Department of Geography aims to make efficient use of Kwantlen's scheduling matrix to allow for course offerings across Kwantlen campuses in all day/time blocks, including evening classes, in order to meet the needs of both 'traditional' and 'non-traditional' student bodies. Degree offerings are focused on the Surrey campus, but students are able to take any first year course, and select second year courses, on the Langley and Richmond campuses. Students are able to take any course offered in the department as 'guided studies' with individual instructors if they require a course to complete their degree within the specified time-frame, and provided they meet eligibility standards. The proposed program will also include opportunities, both classroom and community-centered, for applied learning, with hands-on learning experiences integrated within introductory, thematic human and physical geography courses, developed explicitly in dedicated techniques/skills development courses, and pursued through research opportunities built into the thematic focus and assessment methods of upper level coursework. The department is exploring the potential for some regional geography courses to be offered online, and plans to pilot two sections of GEOG 1160 in this format in the Fall 2013 term.

- *Program strengths*

The proposed B.A. Major in Applied Geography builds upon Kwantlen's institutional strengths in providing a student-centered environment with a strong teaching focus, supportive of research that is responsive to community needs. With its explicitly *applied* orientation, the proposed degree affords students extensive opportunities for hands-on learning throughout the program, based on a rich and varied slate of learning methodologies including traditional lectures, group discussions and presentations, scientific lab work, and field-based research. Student proficiency is developed through a carefully structured progression of courses, including dedicated skills courses in qualitative, quantitative and cartographic/G.I.S. techniques at the 2000 level; these impart a research capacity which is subsequently applied by students to subject material at the 3000 and 4000 levels. In spirit and in practice, the program embodies Kwantlen's *polytechnic* character, enhancing the institution's unique position in the metropolitan Vancouver post-secondary environment.

The applied, urban focus of the degree also serves to reconcile challenges faced by Geography and Urban Studies programs. The breadth of geographic inquiry, which can rightfully be seen as a disciplinary asset, often presents students with a bewildering array of topics and approaches. Conversely, stand-alone, undergraduate Urban Studies programs provide a clear thematic and areal focus for students, but often consist of a collection of courses from a variety of disciplines, coupled with a few dedicated urban studies classes. The urban focus of the proposed B.A. Major in Applied Geography provides a coherent stream of study linking together the selected human geography, techniques, human-environment, and physical geography courses within the degree, mitigating any excessive breadth concern for Geography; at the same time, the location of this urban focus within Geography provides a disciplinary home, and recognized undergraduate degree credential, for students interested in urban studies.

As described in the IAP degree proposal review, the proposed B.A. Major in Applied Geography would be the only applied geography bachelor's program in British Columbia.²⁰ The department expects that this will enhance the visibility of the degree as a unique offering in British Columbia, and strengthen its marketability.

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

²⁰ Ibid., p. 5.

Existing lower division courses for the two year A. A. and four year B. A. Minor in Geography programs, which will also be offered for the proposed B.A. Major in Applied Geography degree, meet academic standards at other post-secondary institutions in British Columbia, articulating as they do either directly or as unassigned credits with courses offered in other Geography degree programs through BCCAT, including those offered at SFU, UBC, UNBC, and UVic.

The proposed degree is consistent with the *Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*. Provided they meet the entry requirements and academic standards specified under this framework, students who have completed courses from another post-secondary institution can request transfer of credits and will be admitted into the program pending articulation approval of their course credits and depending on available space. As indicated in **Appendix B: External Consultations** and **Appendix C: Letters of Comment Received**, the department has approached Geography departments at the two year colleges in British Columbia with an offer to work on block transfer agreements, and this has been well-received by a number of these institutions. These documents also indicate that the proposed degree has been well-received by other institutions contacted, with its blend of skills/thematic courses, opportunities for hands-on learning, applicability, and deliberate progression being highlighted for praise.

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

Bachelor of Arts degrees in Geography are conferred by a number of post-secondary institutions within British Columbia, including SFU, TRU, UBC, UFV, UNBC, UVic, and VIU. Geography credit requirements for these degrees range from 45 to 59 credits. In the main, the B.A. degrees offered by these institutions are comprehensive human geography degrees, offering a conventional, lecture-based program of instruction, supplemented by techniques and selected physical geography coursework. Drawing from an extensive suite of possible courses, as defined by the program requirements (but recognizing that particular courses may not be offered on a regular basis), students take a range of Geography classes, typically, with options to focus on a particular stream or subject area, such as social/cultural geography, economic geography, urban geography, and environmental geography.

The proposed B.A. Major in Applied Geography would add to the roster of Geography B.A. degrees in British Columbia, include some courses similar to (and indeed, fully articulated with) those offered in other Geography departments, and be comprised of Geography coursework requirements (54 credits) of comparable scope. Such duplication is a necessary by-product of disciplinary convention and a tradition of collaborative course articulation among Geography departments within the province; it also can be seen as an asset, in terms of facilitating entry to the

graduate degree programs in Geography offered by these institutions.²¹ However, the proposed B.A. Major in Applied Geography would be the only explicitly *applied* bachelor's degree in Geography offered in British Columbia, reflecting a unique degree structure emphasizing mandatory skills development (qualitative, quantitative, and cartographic/G.I.S.) in the first two years of the program, and students' application of this knowledge to urban-focused geographic research problems (developed in partnership with community organizations) in years three and four. **See Appendix D: Course Descriptions for Existing and New Courses.**

Given the urban focus of the proposed B.A. Major in Applied Geography, some mention of dedicated, undergraduate urban studies programs in B.C. is necessary. SFU offers an *Urban Studies Certificate*, housed in the Department of Geography, requiring students to complete eight, urban-themed courses in various disciplines. Similarly, UBC offers an Urban Studies program consisting of two dedicated urban studies courses (one second and one fourth year level) and a range of recommended courses drawn from a variety of subject areas; the program does not culminate in a dedicated, terminal 'Urban Studies' B.A., but rather, serves "as a focus for students who have a keen interest in this field."²² The proposed B.A. Major in Applied Geography shares an urban emphasis with these undergraduate programs, but, in contrast to them, provides students with a terminal degree with a mandatory skills development component.

Curriculum Design

a) *List the required courses, and indicate which courses are new/to be developed.*

Students must satisfy requirements specified under the *Curriculum Framework For Kwantlen Polytechnic University Bachelor of Arts Degree*:

- Complete a total of 120 credits which includes:
 - a minimum of 65 total credits in Arts* courses , and
 - a minimum of 45 of the total credits with courses numbered 3000 or higher.
- A minimum cumulative GPA of 2.00 with a minimum grade of "C" in all of the following required courses within the degree program (except where stated):
 - 6-credit English writing requirement which includes ENGL 1100 and one of either ENGL 1202 or 1204 (or equivalent).

²¹ Indeed, to the extent that Canada-wide figures can be applied to British Columbia, there may be 'room for duplication' in the area of university-level Geography instruction. Statistics from the Canadian Association of Geographers (CAG) show a 40% increase in undergraduate Geography degree enrolment in Canadian universities since the early 2000s: from approximately 10,000 students in 2000 to over 14,000 students in 2011. Canadian Association of Geographers, *CAGList Bulletin*, Electronic Mail. Received March 12, 2012.

²² Urban Studies Program, University of British Columbia, *About the Program*.
<http://www.geog.ubc.ca/~ewyly/urban/about.html> Accessed Apr. 2, 2012.

- Minimum 9-credit quantitative requirement that must include a minimum of 3 approved Quantitative courses, one of which must be taken from the Faculty of Science and Horticulture.
- 24-credit Arts breadth requirement consisting of a minimum of one course in at least four (4) separate Arts* disciplines outside of the major program area, one of which must be at the 3000-level or higher.
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

*Note: Courses eligible to count towards the 65- and 24-credit Arts requirements include all courses offered by the Faculty of Arts, all ECON courses, and CMNS 3100.

Other completed courses may qualify to meet degree requirements. Students are encouraged to contact a BA Degree Advisor with questions about eligibility for program application or graduation.

Students are normally expected to complete at least 60 credits at Kwantlen Polytechnic University for a B.A. degree; however, they may make a request for an exemption to this ruling on an individual basis through Enrolment Services. If such an exemption is granted, then residency may be limited to no fewer than 30 credits. In any case, at least 50% of the required upper level credits within the subject area must be completed at Kwantlen. For the BA in General Studies, the subject area includes all 45 upper level credits.

In addition, students must complete a total of 54 credits of Geography courses as specified below (*Asterisk (*) indicates a current course to be revised*):

A) Years 1 and 2:

All of the following introductory geography courses:

GEOG 1101 Human Geography
GEOG 1110 Atmospheric Science
GEOG 1120 Earth Science

+ 1 of the following regional geography courses:

GEOG 1160 Regional Geography of British Columbia
GEOG 2140 Regional Geography of Canada
GEOG 2170 Regional Geography of Europe
GEOG 2185 Regional Geography of East Asia
GEOG 2190 Regional Geography of South Asia

All of the following skills/techniques courses:

GEOG 2380 Qualitative Methods in Geography
GEOG 2390 Geographic Data Analysis*
GEOG 2400 Introduction to GIS

An urban geography course:

GEOG 2250 The City

+ 1 of the following physical geography courses:

GEOG 2310 Climatology
GEOG 2320 Geomorphology

B) Years 3 and 4:

All of the following thematic human geography/human-environment courses:

GEOG 3120 Space Economies
GEOG 3130 Society and Urban Space
GEOG 3220 Urban Politics and Planning
GEOG 3310 Natural Hazards
GEOG 3320 Environment and Resources*

A geographic thought course:

GEOG 3260 Geographic Thought

An advanced geographic research design course:

GEOG 4100 Research Design in Geography

An advanced geographic information systems (GIS) course:

GEOG 4380 Applications in GIS

A selected topics course:

GEOG 4501 Selected Topics in Geography

Co-operative Education Option:

Qualified students intending to work in geography-related jobs during and after graduation may apply for the Co-Op Education option, consisting of a minimum of 28 credits of Geography Co-operative Education (1 credit COOP 1101 + 3 X 9-credit work terms; fourth work term optional) in addition to 54 credits of GEOG courses.

- COOP 1101
- COOP 1150 (Work Term 1)
- COOP 2150 (Work Term 2)
- COOP 3150 (Work Term 3)
- COOP 4150 (Work Term 4)* Optional

Students eligible to register for COOP 1101 must be declared registrants in a B.A. program majoring in Applied Geography and have successfully completed of a minimum of 30 program credits with a program GPA of 2.70 or higher. Students must maintain a program GPA of 2.70 or higher to remain in the Co-op program. In order to qualify for work terms, students must successfully complete COOP 1101 as well as a minimum of 45 program credits or acceptance to third year.

This structure is in accordance with guidelines specified under the *Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*.

b) *In an appendix, list the courses along with their calendar description and prerequisites.*

Refer to **Appendix D: Course Descriptions for Existing and New Courses**.

Program Delivery

a) *Explain the learning methodology/methodologies to be used.*

The small class sizes at Kwantlen make it possible to provide learning environments and methodologies that are student-centered and participatory. This is particularly characteristic of the B.A. Major in Applied Geography, which emphasizes the development of hands on experience and student engagement with both the natural sciences and arts. In 1000 and 2000 level human geography courses, students typically learn in a lecture setting. These classes incorporate multimedia learning resources, class and small group discussions, and various student-centered activities and projects. Field trips, demanding student engagement with and assessment of human and natural landscapes, are also key components of the learning experience in lower division human geography courses, as well as in the required 1000 and 2000 level physical geography courses. As recognized lab science courses, the latter also incorporate a significant in-

class and fieldwork-based lab component, requiring students to synthesize lecture-based theoretical and conceptual knowledge, and lab-based experimentation and observation. Dedicated techniques courses, at the 2000 level, also incorporate group discussion and lab work, with the GEOG 2390 (Quantitative Techniques) and GEOG 2400 (Introduction to GIS) courses combining lecture modes with computer lab-based instruction and student projects.

Required courses at the 3000 and 4000 levels are typically delivered in lecture settings, with additional seminar and lab-based coursework. The placement and structure of the 3000 level thematic courses within the degree is designed to facilitate the identification of research questions in conjunction with community partners, and student research projects (towards satisfying course assessments) on the research questions so identified. Students may engage in these directed research projects on an individual basis, or as part of a student research team. 4000 level coursework provides the framework for more focused student research, with the GEOG 4380 course (Applications in G.I.S.) developing, in particular, advanced research skills within a computer-lab setting.

A proposed Co-op option for the B.A. Major in Applied Geography will supplement the delivery methods as described with additional job skills development and workplace experience/placements.

Admission Requirements

a) *Describe the admission requirements for this program.*

Year One Admission:

- English 12 with a 'B' (or equivalent)
- Mathematics:
 - Minimum grade of 'C' in Pre-Calculus 11, Principles of Mathematics 11, or Applications of Mathematics 12 (or equivalent); or
 - Minimum grade of 'C+' in Foundations of Mathematics 11 (or equivalent); or
 - Minimum grade of 'C-' in Pre-Calculus 12 or Foundations of Mathematics 12 (or equivalent)

Year Three Admission:

- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements).
- Grade of 'C' in all required 1000-and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).
- Two Quantitative courses (total of six or more credits).

- 12 credits of breadth courses.
- Mathematics:
 - Minimum grade of 'C' in Pre-Calculus 11, Principles of Mathematics 11, or Applications of Mathematics 12 (or equivalent); or
 - Minimum grade of 'C+' in Foundations of Mathematics 11 (or equivalent); or
 - Minimum grade of 'C-' in Pre-Calculus 12 or Foundations of Mathematics 12 (or equivalent); or
 - Minimum grade of 'C+' in the above Two Quantitative courses (three credits of which must be from the Faculty of Science & Horticulture)
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

Qualifying Year: Students who do not qualify upon initial application to Kwantlen may be eligible for entry to the Qualifying Year. Students who possess at least a 'C' in English 12 (or equivalent) and a passing grade in either Pre-Calculus 11, Principles of Math 11, Foundations of Mathematics 11, Applications of Math 12 (or equivalents) will be able to apply for entry to the BA Qualifying Year. Students will be admitted to the BA program in the second year provided they have successfully completed appropriate qualifying courses. Other applicants who do not qualify are encouraged to consult an Educational Advisor for the appropriate qualifying courses that satisfy the application criteria.

Program Continuance Requirements: Current B.A. students must meet the following requirements to continue into their third year of study. Registration access to third or fourth year courses is first awarded to students who have completed the following:

- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements).
- Grade of 'C' in all required 1000-and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).
- Two Quantitative courses.
- 12 credits of breadth courses.
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

Bridging Options: See chart on pp. 20-21. Qualified students will be eligible for Year Three admission as early as Fall 2014. Students enrolled in the GEOG A.A. or B.A. Minor programs may need to take additional courses required for the B.A. Major in Applied Geography, if they have not already taken these as electives. The B.A. Minor was

revised in Fall 2012 to harmonize with the anticipated B.A. Major in Applied Geography; the A.A. degree will need to be revised to coordinate with the B.A. Minor and B.A. Major.

Prior Learning Assessment (PLA): Under certain circumstances, entry into the B.A. Major in Applied Geography program may also be based on Prior Learning Assessment (PLA). No more than 25% of the curricular credit requirements may be satisfied with PLA credits.

Under-prepared students: All students are provided with the opportunity for building skills through the Educational Studies program, including EDUC 1100. Other support services are provided at Kwantlen such as tutoring through the Learning Centre, accommodation and services for students with disabilities, Academic Counseling and Study Skills Seminars through Counseling Services, and library orientations and assistance for student research through Library Services.

Bachelor of Arts, Major in Applied Geography Program Progression:

Year	AA in Geography	BA Minor in Geography	BA Major in Applied Geog.
1	GEOG 1101 GEOG 1110 GEOG 1120	GEOG 1101 GEOG 1110 GEOG 1120	GEOG 1101 GEOG 1110 GEOG 1120
2	GEOG 2390 GEOG 2400 +1 of: GEOG 2250 GEOG 2120 (Discont.) GEOG 2130 (Discont.) GEOG 2250 +1 of: GEOG 2310 GEOG 2320 GEOG 2330 (Discont.) GEOG 2340	GEOG 2400 GEOG 2250 +1 of: GEOG 2310 GEOG 2320	GEOG 2380 GEOG 2390 GEOG 2400 GEOG 2250 +1 of: GEOG 2310 GEOG 2320

	<p style="text-align: center;">+1 of: GEOG 1160 GEOG 2140 GEOG 2170 GEOG 2185 GEOG 2190</p>	<p style="text-align: center;">+1 of: GEOG 1160 GEOG 2140 GEOG 2170 GEOG 2185 GEOG 2190</p>	<p style="text-align: center;">+1 of: GEOG 1160 GEOG 2140 GEOG 2170 GEOG 2185 GEOG 2190</p>
Year		BA Minor in Geography	BA Major in Applied Geog.
3		<p style="text-align: center;">GEOG 3260</p> <p style="text-align: center;">+2 of: GEOG 3120 GEOG 3130 GEOG 3220</p> <p style="text-align: center;">+1 of: GEOG 3310 GEOG 3320</p>	<p style="text-align: center;">GEOG 3260</p> <p style="text-align: center;">GEOG 3120 GEOG 3130 GEOG 3220</p> <p style="text-align: center;">GEOG 3310 GEOG 3320</p>
4		<p style="text-align: center;">GEOG 4380 GEOG 4501</p>	<p style="text-align: center;">GEOG 4100 GEOG 4380 GEOG 4501</p>

Issue: Family Campaign

For Information:

KPU Board of Governors' Endowed Scholarship

The Board of Governors is proud to support a scholarship for a student in their final year of studies, with a CGPA of 4.00 or greater. Preference will be given to students who demonstrate an active involvement in volunteerism within their community.

Amount: \$2,000.

Endowment established January 1, 2008

Scholarship commenced 2009

Recipients:

2009 - Lee Van Paassen

2010 - Erin Raimondo

2011 - Lee Van Passan

2012 - Sarah Greenfield

2013 - Tania Leiva

Balance of endowment - \$47,725.

If you wish to contribute to the Board's Endowed Scholarship fund, a donation form is attached. Your donation will be matched and KPU students will be supported.

**DOUBLE
YOUR
DONATION**
-family campaign-

Sign me up to double-donate and support KPU students!

I want to make a donation of \$ _____ per pay period OR a one-time gift of \$ _____

Please deduct my pledge payments each pay period, beginning immediately, continuing until I advise Payroll to discontinue the deductions.

Please deduct my total gift in one lump sum from my pay

A. DONOR INFORMATION

Name: _____ Banner ID #: _____

Address: _____ City: _____ Prov: ____ PC: _____

Phone: _____ Email: _____

Signature: _____ Date: _____

B. ONE-TIME PAYMENT – PLEASE COMPLETE THE FOLLOWING:

Cash/Cheque (cheque payable to Kwantlen Polytechnic University Foundation)

Please charge my: Visa MasterCard American Express

Name: _____

Number: _____ Expiry: _____

Signature: _____

C. I want my gift to support:

Named Award/Endowment: _____

Buy a Book

Library Endowment

Emergency Bursaries

Area of Greatest Need

Please contact me about creating a new award

I wish to remain anonymous.

Please return this form to the Foundation Office, Surrey Main, Room 206 or fax 3138

Charitable Registration # 86156 2924 RR0001156 2924 RR001

kpu.ca/FOUNDATION - P: 604.599.3136 - F: 604.599.3138 - foundation@kpu.ca



Board:
Meeting Date
Schedule No.:
Presented by:

Regular
18 September 2013
8.5
Alan Davis / Ariana
Arguello

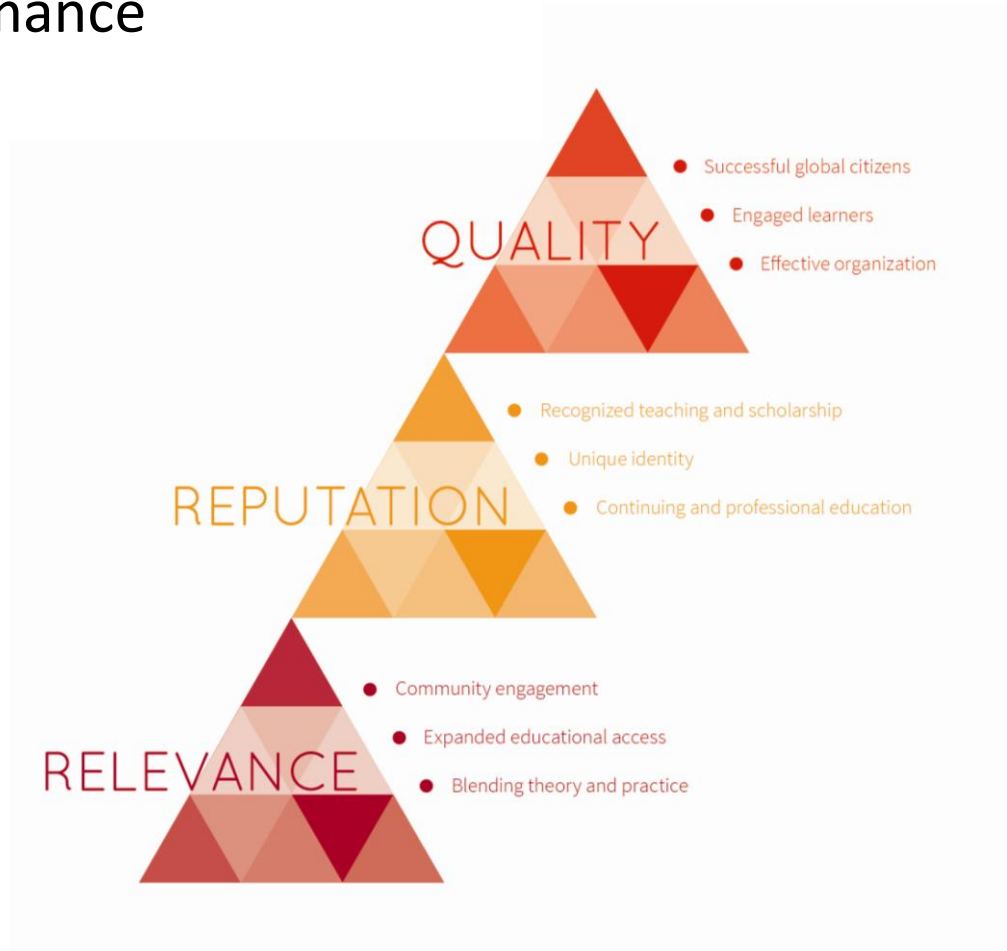
BOARD ITEM / New Business

Issue: **Vision 2018: Baseline Measures of Performance**

For Information: Please see the attached report.

VISION 2018

Baseline Measures of Performance



Prepared for the KPU Board of Governors
September 2013

Office of Institutional Analysis and Planning

FOREWORD

This report presents the baseline measures for KPU's Strategic Plan Vision 2018 and an update on measures that are still being developed. No targets have been established although there are some measures that are part of the postsecondary accountability framework for which system targets already exist.

Trend and comparable data are presented if available. KPU's performance is compared to the other teaching lead universities (referred to as TLU throughout the document) in British Columbia. This includes: Capilano, Vancouver Island, Fraser Valley, and Thompson Rivers.

The KPU and TLU data are a role up of: certificate, diploma, associate degree, baccalaureate and trades students/programs data. Developmental data are not included, because the comparable data were not readily available.

A reporting system to track activity that advances the goals in Vision 2018 is currently being sourced. It is anticipated that implementation will begin this year. The reporting system will allow all units in KPU to report their priorities and actions in a single information repository, cultivating a culture of planning, evaluation and accountability and facilitating reporting.

Plans are being developed in both academic and service units that align with Vision 2018.



All KPU graduates are prepared for global citizenship and rewarding careers.

Includes measures of:

- I. Post-Study Employment and Further Study
- II. Measures of Citizenship and Internationalization

Learner engagement and retention at KPU show continuous improvement.

Includes measures of:

- III. Retention
- IV. Learner Engagement

KPU is a well-managed, integrated, and transparent organization that supports learning.

Includes measures of:

- V. Continuous Quality Improvement
- VI. Efficiency
- VII. Effectiveness
- VIII. Sustainability
- IX. Financial Health
- X. Employee Engagement

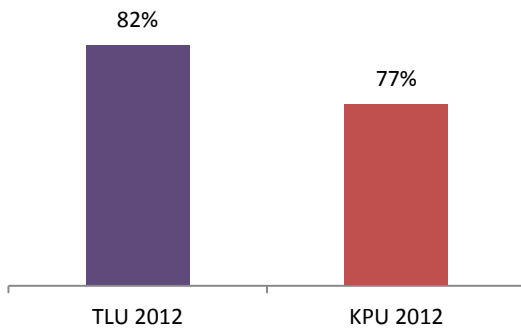


All KPU graduates are prepared for global citizenship and rewarding careers.

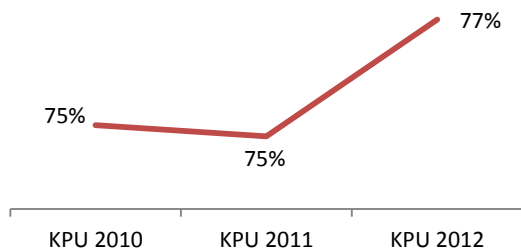
I. Measures of Post-study Employment and Further Study

Proportion of graduates who are employed*

Performance in 2012

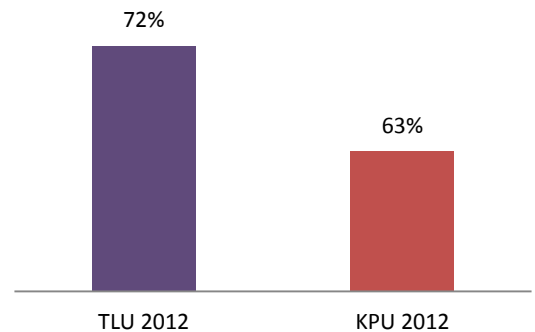


Performance over three years
 KPU's three year average = 75%
 TLU's three year average = 81%

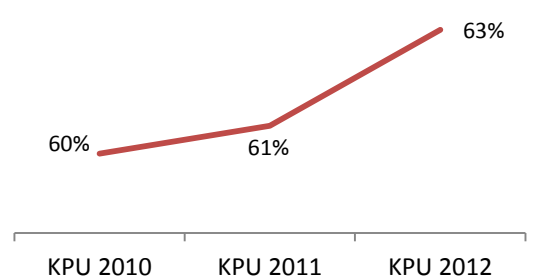


Proportion of graduates employed in a related field of study*

Performance in 2012

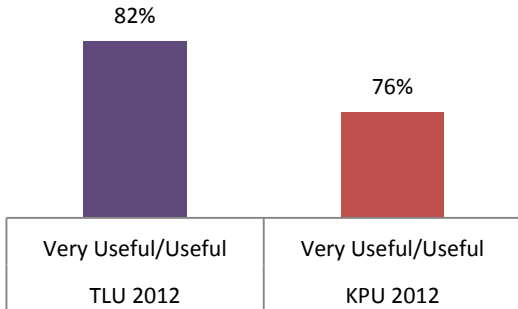


Performance over three years
 KPU's three year average = 61%
 TLU's three year average = 71%

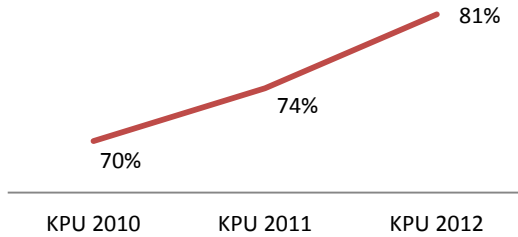


Usefulness of knowledge and skills in performing job (obtained in program of study)*

Performance in 2012

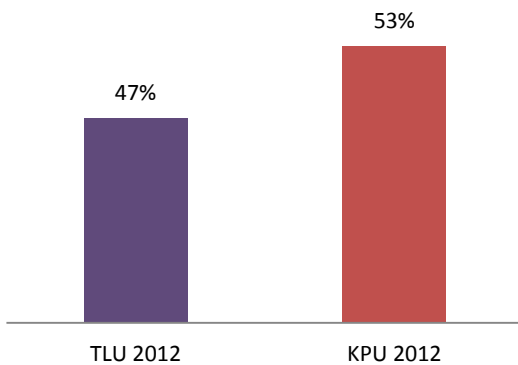


Performance over three years
 KPU's three year average = 73%
 TLU's three year average = 82%

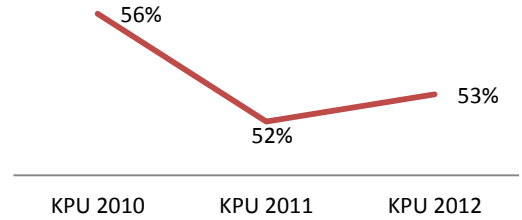


Proportion of graduates pursuing further studies*

Performance in 2012



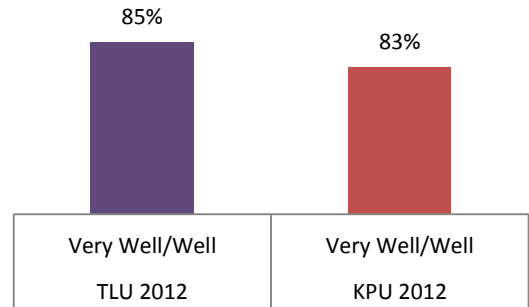
Performance over three years
 KPU's three year average = 54%
 TLU's three year average = 47%



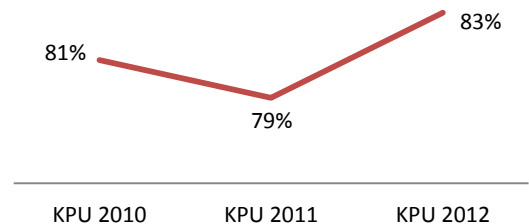
II. Measures of Citizenship and Internationalization

Developed ability to work effectively with others

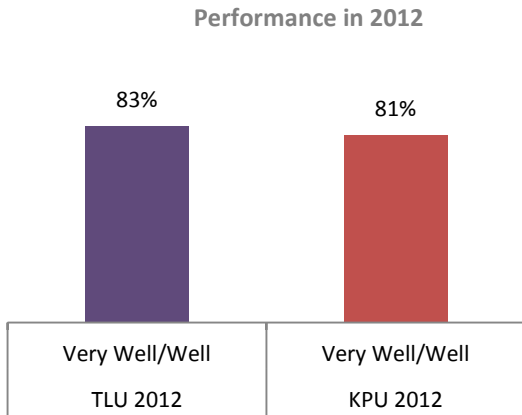
Performance in 2012



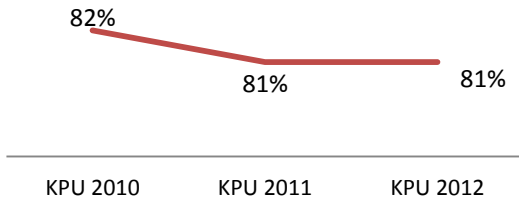
Performance over three years
 KPU's three year average = 80%
 TLU's three year average = 85%



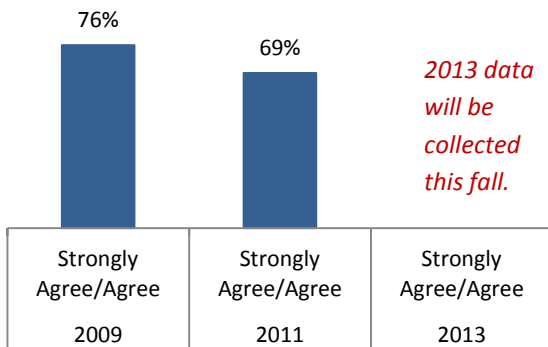
How well program provided opportunities for developing ability to analyze and think critically*



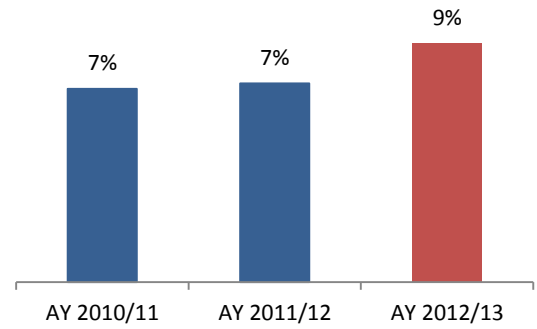
Performance over three years
KPU's three year average = 82%
TLU's three year average = 86%



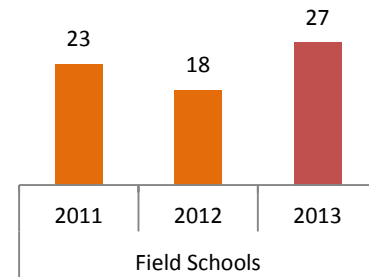
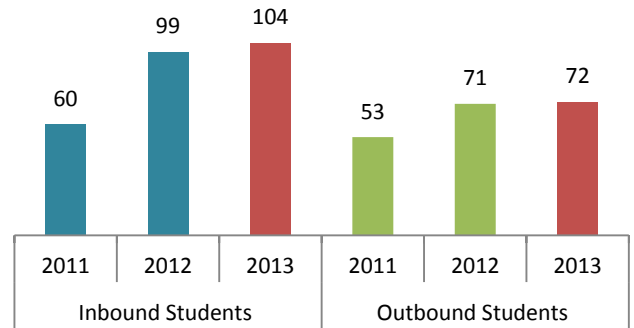
Exposure to culturally diverse viewpoints during educational experience at KPUⁱ



% International student at KPUⁱⁱ



Students taking part in formal exchanges or international learning opportunities



% Students completing Global Competency Certificate

A Global Competency Certification is being developed at KPU. An advisory committee has been created and is working through the fall 2013 to develop the framework and the implementation strategy. The scheduled launch is fall 2014.

Frequency that learning is connected to societal problems or issues

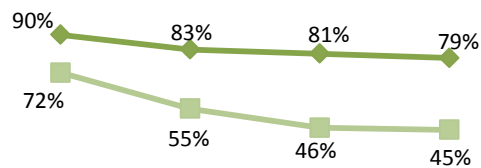
National Survey of Student Engagement is being conducted in 2014. Results will be available in late summer 2014.



Learner engagement and retention at KPU show continuous improvement.

III. Measures of Retention

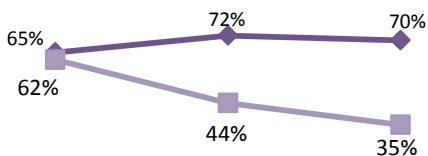
Retention rates for open and selective entry baccalaureate programs



1 yr. 2 yrs. 3 yrs. 4 yrs.

◆ Limited Entry Baccalaureate Programs
■ Open Access Baccalaureate Programs

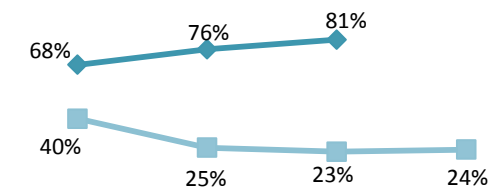
Retention rates for open and selective entry Non-baccalaureate programs



1 yr. 2 yrs. 3 yrs.

◆ Limited Entry Non-Baccalaureate Programs
■ Open Access Non-Baccalaureate Programs

Retention rates for trades and developmental programs



◆ Trades Programs ■ Developmental Programs

Retention of first semester students to the following academic year

- **90%** of baccalaureate students in a limited-entry program are retained the following year.
- **72%** of baccalaureate students in an open access program are retained the following year.
- **65%** of non-baccalaureate students in a limited-entry program are retained the following year.
- **62%** of non-baccalaureate students in an open access program are retained the following year.
- **68%** of trades student are retained in the following year.
- **40%** of developmental student are retained in the following year.

IV. Measures of Learner Engagement

National Survey of Student Engagement is being conducted in 2014. Results will be available in late summer 2014.



**KPU is a well-managed, integrated,
and transparent organization
that supports learning.**

V. Measures of Continuous Quality Improvement

Successful implementation (report on action and measurable change) of plans identified in VISION 2018

- **Academic Plan** – Consultation sessions are being held to in late Septembers to early October to obtain input on the draft Academic Plan. The plan is scheduled to go to Senate for endorsement in December/ January.

The Academic Plan defines KPU’s polytechnic university character, describes the role of faculty and staff in shaping the academic endeavour, and highlights distinctive elements of campus identities that are shaping KPU’s community engagement strategies.

- **Teaching and Learning Plan** (including the role of instructional technologies) - The Vice Provost Teaching and Learning has begun to develop the Institute for Innovation and Scholarship in Teaching and Learning.
- **Research and Scholarship Plan** - Consultations, in the form of publicly posted questions on the future of Research and Scholarship at KPU, will be held in early October through mid-November. Select questions will also be sent to community partners and industry. The Associate Vice President Research will convene a panel with representation from Deans, senior scholars, aspiring scholars and students to discuss the feedback from the questions, and formulate a plan for KPU’s Research and Scholarship.

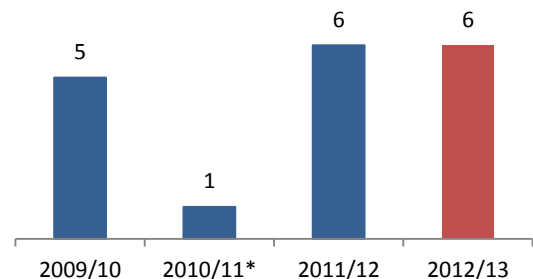
- **Strategic Enrolment Management Plan** – Noel Levitz Enrolment Consultants have conducted a situational Analysis for KPU and provided recommendations for moving forward.

Successful development and implementation of service unit plans that align with VISION 2018

Planning workshops are being held in October 2013 to support unit leaders to develop operational plans that align with VISION 2018 and the Academic Plan.

Program Reviews conducted at KPU

In 2013/14, the goal is to explore ways of measuring the impact of initiatives identified in program reviews that have been implemented. The number of program reviews conducted is tracked (below).



**Although in 2010/11 only one program review was completed, eight programs began the review process by June 2010.*

Service Reviews conducted at KPU

Service Reviews have been conducted in an ad-hoc manner in the last few years. However, there is no formalized Service Review process at KPU.

Continuous improvement processes taking place at KPU

A Process Improvement/Lean Steering committee was formed to prioritize, support and sustain cross institutional improvement initiatives. High priority projects have been identified and improvement workshops are being conducted at KPU.

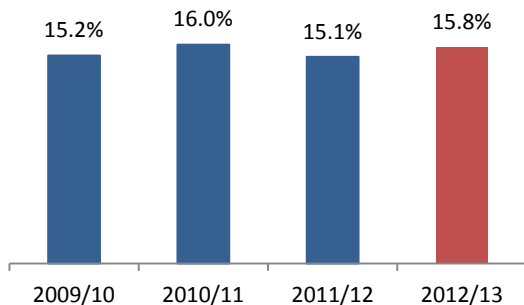
Lean Thinking provides the enabling framework for the University to 'do things differently' in order to achieve sustainable growth and quality in an environment of increasing financial constraint. Lean Thinking principles and tools can be applied towards increasing the efficiency and effectiveness of University operations by eliminating waste and continuous improvement while focusing on maximizing value to the University's students, faculty, staff and community.

Status of Lean initiatives at KPU

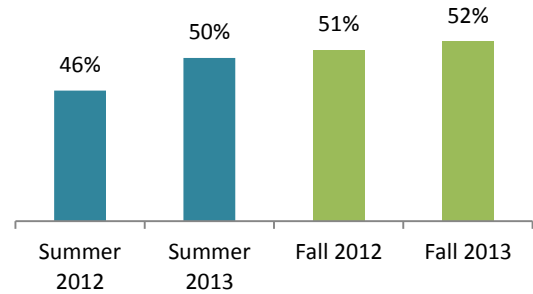
- 5 in process
- 3 accepted
- 5 defined
- 1 rejected

VI. Measures of Efficiency

Proportion of educational activity taking place between May and August (i.e. summer)



Applicant to Registrant Conversion Rates (as of the first week of classes)



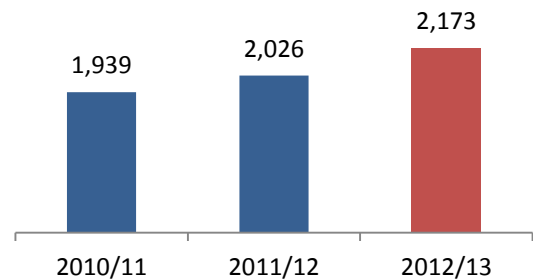
Only partial applicant-to-registrant conversion data were readily available. A mechanism to ensure access to historical data is being put in place.

VII. Measures of Effectiveness

Senate and Senate standing committees' views of governance effectiveness

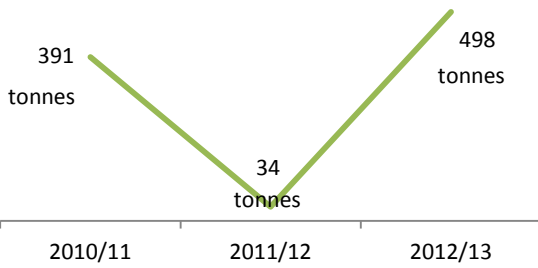
A survey will be conducted in late fall to evaluate the level of effectiveness of bicameral governance at KPU.

Credentials awarded



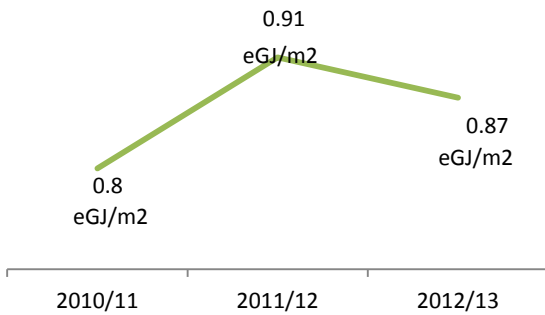
VIII. Measures of Sustainability

GHG emission - reduction levels in tonnesⁱⁱⁱ



KPU currently has a target for GHG reduction levels to be 487 tonnes by 2016. Figures are adjusted for weather conditions.

Energy density levels of electricity (eGJ/m²)^{iv}



KPU currently has a target to maintain levels at 0.85 eGJ/m². Figures are adjusted for weather conditions.

Employees' options regarding environmental sustainability at KPU in 2013.^v

This is the first year the following questions are asked in the KPU Employee Survey.

- **58%** of employees who responded to the 2013 Employee Survey agreed or strongly agreed that there are effective structures in place to make environmentally friendly choice at KPU (e.g. recycling, reducing waste, using more environmentally friendly products, providing sustainable transportation options.)

- **70%** agreed or strongly agreed that they choose environmentally friendly options in their day-to-day decisions at work (e.g. purchase environmentally friendly products, reduce travel between campuses, and minimize waste and energy consumption).

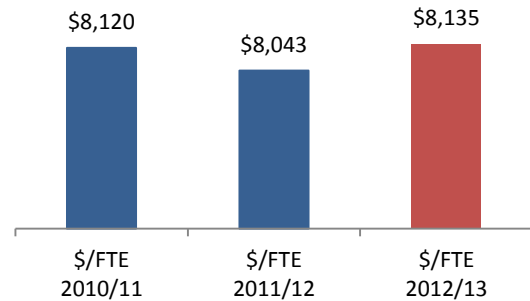
Students' options regarding environmental sustainability at KPU in 2013.

Questions related to KPU's commitment to sustainability will be asked in the KPU Student Satisfaction Survey this fall.

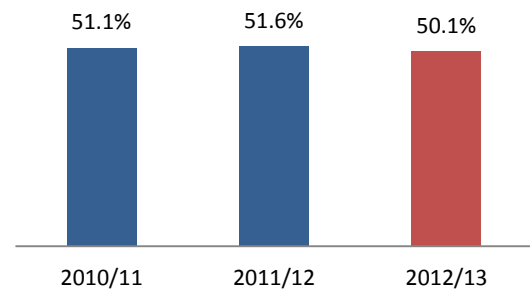
Other measures of sustainability TBD

IX. Measures of Financial Health

Government Grant per funded FTE^{vi}

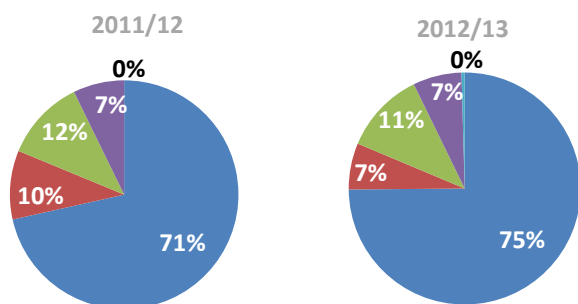


Operating Costs as a proportion of non-government revenue sources^{vii}

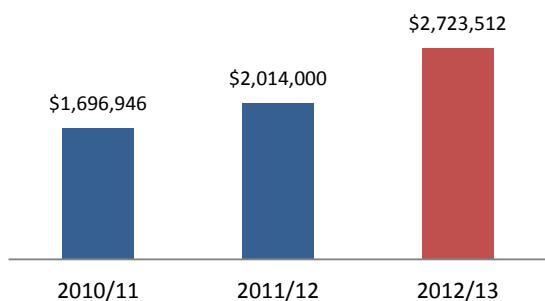


Distribution of non-government revenue sources^{viii}

- Tuition and Fees
- Other Revenue
- Ancillary Services
- Amortization of Deferred Capital Contributions
- Restricted Endowment Contributions









Cash donations for capital expansion, special projects and student awards



Other measures of financial health TBD

X. Measures of Employee Engagement

Survey of KPU Employee Engagement 2013 results comparing to the previous two surveys (2009 and 2011)^{ix}

- 
54% of employees agreed or strongly agreed that **KPU is committed to its employees**. This has remained steady over the last three surveys.
- 
69% agreed or strongly agreed that they were willing to **recommend KPU as a good place to work** in 2011 and 2013. In 2009, this figure was 75%.
- 
70% agreed or strongly agreed that they were **satisfied with their job** in 2011 and 2013. In 2009, this figure was 78%.
- 
42% agreed or strongly agreed that they had the **support necessary to improve their performance at work**. In the previous two surveys this figure was 49%.
- 
51% agreed or strongly agreed that the **amount of work they are expected to do is reasonable**. In the previous two surveys this figure was 57%.
- 
38% agreed or strongly agreed that **open communication** was practiced at KPU. In the previous two surveys this figure was 34%.



KPU is widely recognized for its teaching and its scholarship.

Includes measures of:

- I. Teaching Quality
- II. Scholarly Activity

KPU's unique identity is clearly articulated and well understood across the University and beyond.

Includes measures of:

- III. Identify

KPU is the foremost provide of continuing and professional education in the region.

Includes measures of:

- IV. Continuing Education

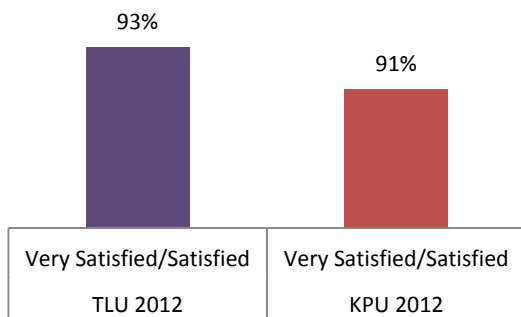
REPUTATION

KPU is widely recognized for its teaching and its scholarship.

I. Measures of Teaching Quality

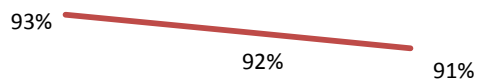
Satisfaction with education*

Performance 2012



Performance over three years

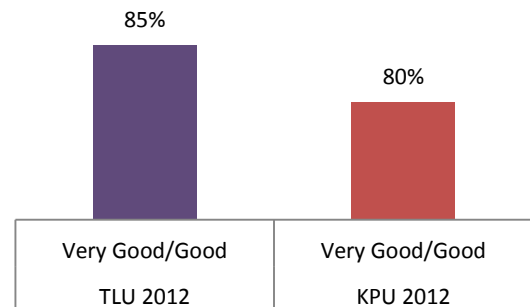
KPU's three year average = 93%
TLU's three year average = 94%



KPU 2010 KPU 2011 KPU 2012

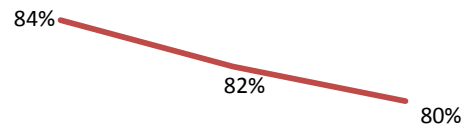
Quality of instruction*

Performance 2012



Performance over three years

KPU's three year average = 82%
TLU's three year average = 87%



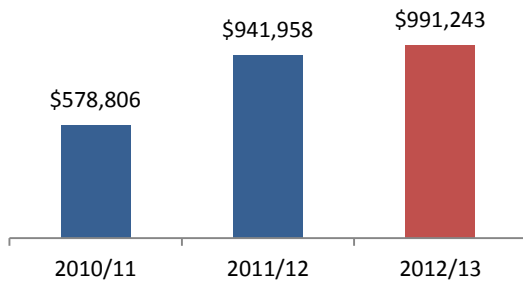
KPU 2010 KPU 2011 KPU 2012

Other measures of teaching quality

TBD

II. Measures of Scholarly Activity

\$ Received from sponsored research initiatives^x



Identifying other measures of scholarly activity is dependent on defining the dimension that will be tracked and the development of the Research and Scholarship Plan. A likely measure will be the publication and dissemination of scholarly activity.



KPU's unique identity is clearly articulated and well understood across the University and beyond.

III. Measures of Identity

Community's awareness and understanding of KPU and its programs

A ten minute phone survey of the KPU region with a sample size of 500 costs approximately \$20,000.

Number and \$ value of public relations hits

KPU has a system that reports the PR hits and their dollar value. A mechanism for aggregating this data is being explored.

Employee ratings of KPU's reputation in the community in 2009, 2011 and 2013^{xi}

↓ **47%** of employees agreed or strongly agreed that **KPU has a good reputation** in the community. This figure has consistently dropped; from 58% in 2009 and 50% in 2011.

↑↓ **46%** agreed or strongly agreed that a **clear vision for KPU's future direction** has been articulated. This is higher than in 2011 (42%) but lower than 2009 (48%)

Other measures of identity

TBD

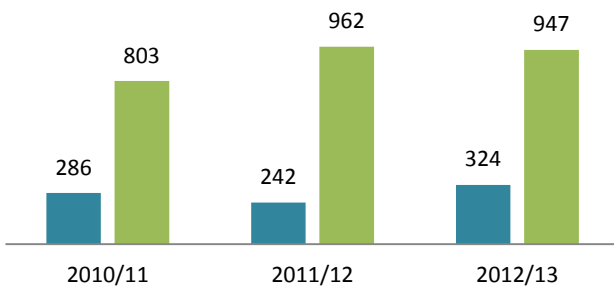


KPU is the foremost provide of continuing and professional education in the region.

IV. Measures of Continuing Education

Student Headcount in Continuing and Professional Studies Programs

■ Continuing Studies ■ Professional Studies



The defining the distinction between Continuing Studies and Professional Studies is currently in process.

Other measure of continuing education will be developed that account for the proportion of the adult population in the region.



The impact of KPU's community engagement has doubled by 2018.

Includes measures of:

- I. Community Engagement

KPU's operations support purposeful and supportable learner FTE growth of at least 5% annually to meet the educational need of its regions' diverse population.

Includes measures of:

- II. Growth

Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.

Includes measures of:

- III. Experiential Learning



RELEVANCE

**The impact of KPU's
community engagement has
doubled by 2018.**

Measures of Community Engagement

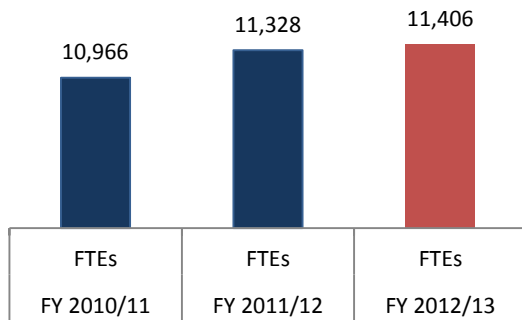
Community engagement is in the process of being defined in consultation with KPU's External Advisory Committee.



KPU's operations support purposeful and supportable learner FTE growth of at least 5% annually to meet the educational need of its regions' diverse population.

Measures of Growth

FTE growth



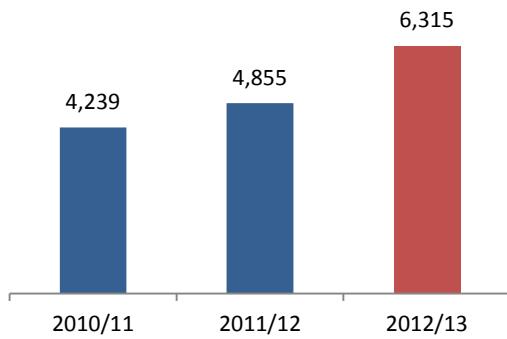
Additional ways of looking annual growth will be presented when the Academic Plan and/or the Strategic Enrolment Management Plan are finalized. These plans will reflect what the composition of the student body should look like and identify targeted areas of growth.



Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.

Measures of Experiential Learning

Number of Work Integrated Learning Experience^{xii}



Other measures of experiential learning TBD with the development of the Academic Plan

ENDNOTES

ⁱ Source: KPU Student Satisfaction Survey. Sample size in 2009: 1,222 and in 2011: 667. The 2013 survey will be conducted in October 2013. The National Survey of Student Engagement also captures data related to this measure. NSSE will be administered for in the spring of 201 and the data will be available in late summer 2014.

ⁱⁱ Percentage of international student headcount to total student headcount for academic year.

ⁱⁱⁱ This measure is included in the annual Accountability Plan. The target is to reduce GHG emission (tonnes) using weather adjusted calculations for energy use. The reduction target for 2016 is a 487 tonnes reduction.

^{iv} This measure is included in the annual Accountability Plan. The target is to maintain energy density levels at 0.85 eGJ/m² using weather adjusted calculations for energy use.

^v 2013 is the first time these questions are asked in the Employee Survey.

^{vi} This includes the government grant by the FTE target for KPU. FTE figures exclude international and ITA. The grant amount excludes ITA funding.

^{vii} Non-government revenue sources include: tuition and fees, other revenue: ancillary services, amortization of deferred capital contributions restricted endowment contributions. Source: Institutional Accountability Plan Summary Financial Report.

^{viii} Two years of data are available in the new reporting format.

^{ix} Source: KPU Employee Survey. Response rates: 2009: 32.5%, 2011: 42.5%, 2013: 50%

^x For example, agencies, industry and research councils

^{xi} Source: KPU Survey of Student Engagement

^{xii} Includes co-op education, internships, practicums, work placements, apprenticeships, service learning, school projects that connect to community organization. Note that in 2012/13, the tracking method was refined which partially explains the significant jump in 2012/13.

Issue: Proposed Admission Framework

For Approval: THAT the Board of Governors approve the Proposed Admission Framework.

For Information: The Board Governance Committee reviewed the proposed Admission Framework at its September 11, 2013 meeting and recommended it to the Board of Governors for approval.

At its June 24, 2013 meeting Senate approved the following motions regarding the proposed New Admission Framework. The memo to Senate is attached.

7.1 Proposed Admission Framework

1) Change to KPU's Admission Categories

Proposed changes to existing admission categories will address what is currently a complex set of admission policies and practices at KPU. New categories for admission will include a transfer admission category, and will also enhance the quality of student tracking and data collection. Category definitions will be added to the framework presentation in future. Concerns over the potential for stigmatizing students within a category were noted.

Moved by Dana Cserepes, seconded by Chris Girodat;

THAT Senate approve the establishment of the admission categories: "High School Admission"; "Transfer Admission"; "Special Non-Degree Admission"; "International Student Admission"; "Aboriginal Admission"; "Continuing and Professional Studies Admission"; and

THAT Senate maintain the admission category "Underage Admission" and "Concurrent Admission; and

THAT Senate revise the admission category "Mature Student Admission"; and

THAT Senate approve the elimination of the admission categories "Regular Admission" and "Special Admission."

MOTION CARRIED

2) Change to KPU's General University Admission English Proficiency Requirement

This revision will increase the minimum standards for English proficiency for undergraduate programs. New pathway programs will ensure that students in need of upgrading will receive the qualifying work necessary

for longer term success, and reflects recommendations identified in the Kwantlen English Threshold Project. Concerns were raised around stigmatizing students who enter KPU with lower English scores, and implementation issues.

**Moved by Dana Cserepes, seconded by Tru Freeman;
THAT Senate approve the revision to the minimum grade requirement of English 12 (and equivalencies) from C to C+ for undergraduate-level admission to the University; and**

THAT Senate approve the revision to the minimum grade requirement of Communications 12 from C to A for undergraduate-level admission to the University.

MOTION CARRIED

3) Change to KPU's International English Proficiency Requirement

This revision is viewed as an opportunity to implement pathway programs to create success for international students entering KPU with lower IELTS scores. A change to current student support positions is expected, which will address an expected increase in advising needs within Faculties.

**Moved by Dana Cserepes, seconded by Tru Freeman;
THAT Senate approve the revision to the minimum grade requirement of IELTS (and equivalencies) to 6.5, with no band less than 6.0 for undergraduate-level international admission to the University.**

MOTION CARRIED

4) Change to KPU's Undergraduate-level Admission Process

**Moved by Dana Cserepes, seconded by Wayne Tebb;
THAT Senate approve the proposed new admission framework, including admission into a Faculty rather than a credential.**

MOTION CARRIED

Attached documents:

1. Memo to Senate providing background
2. List of consultations – Appendix A
3. Proposed Admissions Framework Changes – Appendix B
4. Admission Framework Chart – Appendix C
5. Timeline for Admission Framework Implementation – Appendix D
6. Comparator English 12 Admission Requirements – Appendix E
7. Comparator IELTS Admission Requirements – Appendix F
8. IELTS Admission Data – Appendix G
9. KPU Correlation English 12 Admission Grade and GPA – Appendix H
10. Current Admission Policy, C18 Admission to the University – Appendix I
11. Current Admission Categories as per 2012-13 Academic Calendar – Appendix J
12. Retention Rates by Faculty for New Students to KPU – Appendix K
13. Requests for course repeats at KPU – Appendix L

14. BCCAT Data on Multiple Applications – Appendix M
15. Admissions Framework Modeling: Two Scenarios – Appendix N

MEMORANDUM

TO: Senate

CC:

FROM: Jane Fee, Deputy Provost and Ron Maggiore, Vice-Provost, Students

DATE: June 24, 2013

SUBJECT: New Admission Framework

This proposal was accepted and recommended to Senate by the Senate Standing Committee on Curriculum on June 5, 2013 and is being presented to Senate for approval.

The following supporting documents are included:

- Appendix A Admissions Framework Consultation Meetings
- Appendix B Proposed Admissions Framework Changes
- Appendix C Admission Framework Chart
- Appendix D Timeline for Admission Framework Implementation
- Appendix E Comparator English 12 Admission Requirements
- Appendix F Comparator IELTS Admission Requirements
- Appendix G IELTS Admission Data
- Appendix H KPU Correlation English 12 Admission Grade and GPA
- Appendix I Current Admission Policy – C.18 Admission to the University
- Appendix J Current Admission Categories as per 2012-13 Academic Calendar
- Appendix K Retention Rates by Faculty for New Students to KPU
- Appendix L Requests for course repeats at KPU
- Appendix M BCCAT Data on Multiple Applications
- Appendix N Admissions Framework Modeling: Two Scenarios

Preamble

The recommendations here will allow us to re-conceptualize how the admissions process works at KPU, in order to streamline and clarify the process for students as well as creating efficiencies in the admissions process. These

MEMORANDUM

changes are not just tweaks to the existing system, but are the beginning of an entirely new admissions structure at KPU that we believe will serve students and the University better. The proposed changes will allow us to:

- align KPU's admission policies with peer institutions and universities in BC,
- streamline and clarify the admissions process for students,
- make students feel more like they belong within the University,
- ensure that students are better prepared for their programs, and
- better promote KPU as a university where students can transfer in and out.

These recommendations have been made by the Admissions Framework Group, a working group established by the Academic Council (formerly VPAC) in the early spring of 2012. This group was led by Jane Fee, Ron Maggiore and Robert Hensley. The group included representatives from each Faculty; generally Associate Deans or Business Managers. Karen Buxton, Josh Mitchell, Zena Mitchell and Judie Phillips were also important resources to the project.

Background

Currently, when students apply to KPU they are presented with a long list of programs and credentials that increases in size every time we add a new program or credential. The University sets an English proficiency minimum standard, and beyond that every program sets its own admission requirements. This admissions structure made sense when KPU was a college and students enrolled in short courses, or one or two year certificates and diplomas. Programs were skills-based and highly diverse and it made sense for each program to set its own standards of admission. As we have added full four-year degree programs, however, we have continued to allow each program to set its own admissions standards. Our current admissions structure consists of a long, alphabetized list of programs that does not reflect the internally coherent program sets called *Faculties* under the University Act. This proposal would shift the focus from admission criteria based on credential to the program/faculty.

When students apply to a program that they are not admissible to, admissions staff must determine, to the best of their ability, an alternate. Because there are so many possible programs and admissions requirements, finding an alternate program may take time, and the resulting offer may be somewhat nonsensical. This same process applies when limited enrolment programs become full, and alternate offers must be made to students who cannot get into their program of choice. In the past, for example, students interested in nursing who do not meet admissions requirements for the BSN program(s), or those without a seat have been admitted to the Faculty of Arts as an alternate.

Another historical development that followed when full degree programs were being created was a second admission point at 3rd year. Students, including those who admitted earlier at 1st year are asked to *reapply* in order to progress to third and fourth year.

Although KPU is now both a "sending" and a "receiving" institution within the BC transfer system we do not have a formal *transfer* admission category. Currently the Admissions Office assesses students' post-secondary

MEMORANDUM

credits after they have been admitted as a “regular” student, but this means that students’ post-secondary transfer credits may not be posted to their transcript immediately, making course choices difficult. This lack of a transfer admission category is likely a deterrent to both students and the general public in acknowledging KPU as a valid member of the group of receiving institutions in the province. This proposal recommends both the creation of a transfer admission category and a mandatory requirement for submission of all post-secondary transcripts for transfer admission.

The Literature on Student Retention and Success

Twenty years of literature on student retention and success tells us that students must get the very best possible start in their post-secondary experience. We know that the highest attrition rates occur after the first semester and the first year. Every touch point we have with students during this important first year – including the admissions experience - will be important in a student’s decisions to stay at KPU. Creating a simple, transparent admissions experience will aid in a positive start to their academic career.

The literature on student retention further points to the importance of a sense of belonging as critical to students’ persistence in their academic studies. On commuter campuses, such as ours, we know that many students are engaged only in their coursework and programs. While we continue to enhance opportunities for student life outside the classroom, the only place we can be certain that students will have an opportunity to engage is in the classroom. It is therefore essential that from the moment of admission to KPU, students feel like they belong to a vibrant academic community. While a small number of students will be lucky enough to be admitted to one of our selective enrolment cohort programs, where they can quickly find their community of peers, the vast majority of students entering KPU for the first time are admitted to open enrolment programs where many of them quickly feel lost. Our proposed changes would begin to address the “belonging” problem by having students identify with a Faculty as their initial academic community.

What other institutions do is not always what KPU should do. It is important to realize, however, that many students apply to multiple institutions at the same time. Having a similar admissions structure to other institutions, particularly to other universities, can only help ease in a student’s understanding of how the post-secondary world works. The vast majority of Canadian universities admit students to Faculties (and sometimes also to majors within those Faculties), and therefore it makes sense for us to move in this direction.

Proposed Changes

We recommend moving to a new admissions structure, where fast, transparent admissions decisions are made based on a set of straightforward admissions requirements. Simplifying the admissions requirements will allow us to automate many of the decisions that are currently made manually, speeding up the process.

The simplification in the system will be a change from admitting to credentials, such as the Associate of Arts/Science degree, to admitting to Faculties. We will preserve admission to selective enrolment programs, although a student will simultaneously be admitted to the Faculty that houses the selective admission program. Once admitted to a Faculty, that Faculty will become the student’s home base and will be responsible for all

MEMORANDUM

future academic decisions related to that student. What is now called “3rd year admissions”, and is performed by the Office of Admissions, will be eliminated and become an advisement process to help students change programs or declare a major or minor. In order to create the advisement services necessary to support this change, the University will have to commit to the realignment of resources.

This structural change to admission to Faculty will necessitate changes in how program requirements are stated in the calendar. But the trade-off will be a simplification and streamlining of the admissions process for students, and the acknowledgement that Faculties are the best places for important academic decisions to be made.

Additionally, we propose a new set of admissions categories, or bases of admission, which will include a *transfer* category, where students will be admitted based on assessed post-secondary credits. The proposed transfer category will permit us to admit students upon completion of 24 post-secondary credits, as is the case in BC's other universities. We expect that the creation of this transfer category will increase the flow of transfer students into KPU and allow us to fill seats that might otherwise be empty. The additional admission categories include: High School Admission, Special Non-Degree Admission, International Admission, Aboriginal Admission, and Continuing and Professional Studies Admission. We are also proposing that the minimum age be set at 22 rather than 19 for a Mature Admission category. The specific admission criteria will be defined and presented to Senate in the fall of 2013 to allow ample time to communicate to prospective students both in high school and other post-secondary institutions.

The final set of recommendations we are making is to increase the minimum standards for English proficiency for both domestic and international students *being admitted to undergraduate programs*. This change will not affect vocational or apprentice programs. Further, the Faculty of Academic and Career Advancement will continue to admit students at the preparatory level who do not meet the English language proficiency requirement (or other Faculty admission requirements). Faculties can work with ACA to develop simple and visible pathway programs that will allow students to do the qualifying work necessary for admission to an undergraduate program within a specific Faculty. This change may allow us to increase our developmental FTEs and will most certainly help the diverse range of students enrolled in our undergraduate programs be more successful. There should be no change to the overall FTEs generated by the University and no faculty job losses as a result of this recommendation; however, there may be a redistribution of FTEs across the institution. The recommendations relating to English proficiency are the same recommendations made in the Kwantlen English Threshold Project (KETP) which first began its work in May of 2009.

The package of admissions changes we currently are recommending will be only Phase I of the process. Future changes will occur as Faculties determine the most appropriate admissions requirements for their Faculty, and as new pathways through degree programs are approved. It is essential that we reexamine our degree programs to ensure they are effective as four-year degrees, and the changes brought about by the new admissions framework will help to kick-start this re-evaluation.

MEMORANDUM

Proposed Motions for Senate

1) Change to KPU's undergraduate-level admission process

THAT Senate approve the proposed new admission framework, including admission into a Faculty rather than a credential.

2) Change to KPU's admission categories

THAT Senate approve the establishment of the admission categories: "High School Admission"; "Transfer Admission"; "Special Non-Degree Admission"; "International Student Admission"; "Aboriginal Admission"; "Continuing and Professional Studies Admission"; and

THAT Senate maintain the admission category "Underage Admission" and "Concurrent Admission; and

THAT Senate revise the admission category "Mature Student Admission"; and

THAT Senate approve the elimination of the admission categories "Regular Admission" and "Special Admission."

3) Change to KPU's General University Admission English Proficiency Requirement

THAT Senate approve the revision to the minimum grade requirement of English 12 (and equivalencies) from C to C+ for undergraduate-level admission to the University; and

THAT Senate approve the revision to the minimum grade requirement of Communications 12 from C to A for undergraduate-level admission to the University.

4) Change to KPU's International English Proficiency Requirement

THAT Senate approve the revision to the minimum grade requirement of IELTS (and equivalencies) to 6.5, with no band less than 6.0 for undergraduate-level international admission to the University.

MEMORANDUM
Appendix A – Admissions Framework Consultation Meetings

<u>Who</u>		<u>Date</u>	<u>Location</u>
Academic Council	Deans, Assoc. Deans, AVPs, VPs, University Librarian, University Registrar	Feb 13, 2013	Surrey
Academic Managers Group	during the Group of 50 meeting	Mar 1, 2013	Richmond
Admission Framework Committee	Committee members	April 26, 2013	Surrey
Admissions, Grad & Enrolment Services	Admissions and Transfer Credit Staff	Mar 15, 2013	Surrey
Admissions, Grad & Enrolment Services	Managers and Associate Registrars	Mar 11, 2013	Surrey
Council of Deans	Academic Deans	Jan 16, 2013	Surrey
ELST Department	Faculty Members	Feb 1, 2013	Surrey
Faculty of Academic & Career Adv.	Kathleen Haggith	Jan 25, 2013	Surrey
Faculty of Academic & Career Adv.	AP&P	Jan 25, 2013	Surrey
Faculty of Academic & Career Adv.	Faculty Council Members	April 5, 2013	Surrey
Faculty of Academic & Career Adv.	Academic and Career Preparation Faculty Members	April 24, 2013	Surrey
Faculty of Arts	Diane Purvey, Diane Naugler, Romy Kozak	Jan 4, 2013	Surrey
Faculty of Arts	Faculty Council Members	Mar 22, 2013	Surrey
Faculty of Arts	Curriculum Committee	April 5, 2013	Surrey
Faculty of Community & Health Studies	Tru Freeman	Jan 30, 2013	Surrey
Faculty of Community & Health Studies	Faculty Council Members	Mar 22, 2013	Langley
Faculty of Design	Carolyn Robertson & Sarb Loodu	Jan 21, 2013	Surrey
Faculty of Design	Faculty Council Members	Mar 11, 2013	Richmond

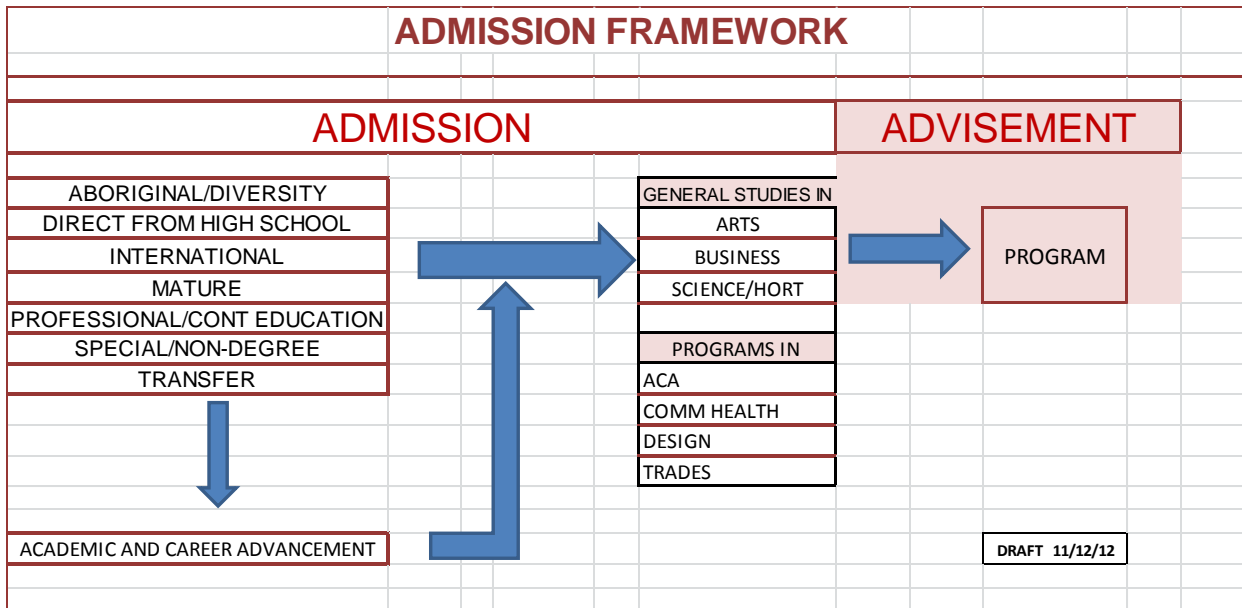
MEMORANDUM

Faculty of Science & Horticulture	Betty Worobec	Jan 21, 2013	Surrey
Faculty of Science & Horticulture	Chairs/Coordinators	Jan 24, 2013	Surrey
Faculty of Science & Horticulture	Curriculum Committee & Faculty Council	Feb 18, 2013	Surrey
Faculty of Trades & Technology	Henry Reiser & Amy Ditchburn	Feb 25, 2013	Langley
Faculty of Trades & Technology	Faculty Council Members	April 10, 2013	Cloverdale
Group of 50	Harry Gray, AVPs, Managers, Directors, etc.	Mar 1, 2013	Richmond
International Education	Stuart McIlmoyle	Jan 23, 2013	Surrey
Kwantlen Student Association	Chris Girodat, Diana Fournier, Arzo Ansary, Fatima Zaidi & Sophia Veale	April 22, 2013	Surrey
Registrar & Assoc. Registrar, Admissions	Robert Hensley & Zena Mitchell	Feb 8, 2013	Surrey
School of Business	Wayne Tebb & Terry Han	Jan 21, 2013	Surrey
School of Business	Faculty Council Members	Mar 22, 2013	Surrey
Senate Standing Committee on Academic Planning and Priorities	Committee members	April 19, 2013	Surrey
Senate Standing Committee on Curriculum	Committee members	May 1, 2013	Surrey
Senate Standing Committee on University Budget	Committee members	May 10, 2013	Surrey
Student Services & Faculty Advisors	New Student Program, Advising Staff, Int'l Advising, Faculty Advisors, etc.	April 26, 2013	Surrey
Student Services: Faculty without a Faculty	Co-op, Counselors, Student Life & Development Coordinator, etc	June 10, 2013	Surrey
University Executive	President, VPs, AVPs, etc.	Jan 2, 2013	Surrey
University Library	Librarians & Learning Centre	June 3, 2013	Surrey
Vice-Chair Senate/Univ Secretary	Dana Cserepes, Sandi Klassen	April 24, 2013	Surrey

MEMORANDUM
Appendix B – Proposed Admissions Framework Changes

Category of Changes	Current Structure	New Proposed Structure
How Admissions works	<ul style="list-style-type: none"> University-level English proficiency requirement Admission to credential and program 	<ul style="list-style-type: none"> English Proficiency requirement Faculty admission requirements and/or admission to selective/limited enrolment programs
Admission Categories	<ul style="list-style-type: none"> Regular (High School): 1st and 3rd year Mature: Age 19 Underage Special Concurrent No Transfer category 	<ul style="list-style-type: none"> High School Transfer Special non-degree International Mature: Age 22 Aboriginal Continuing and Professional Studies Underage Concurrent
English Proficiency	Domestic <ul style="list-style-type: none"> ENGL 12: C COMM 12: C And other equivalencies International <ul style="list-style-type: none"> IELTS 6.0 And other equivalencies	Domestic <ul style="list-style-type: none"> ENGL 12: C+ COMM 12: A And other equivalencies International <ul style="list-style-type: none"> IELTS 6.5; no band less than 6.0 And other equivalencies
Who Assesses and Admits?	<ul style="list-style-type: none"> Admissions Office assesses English proficiency and admits to programs at 1st and 3rd year 	<ul style="list-style-type: none"> Admissions Office assesses English proficiency and admits to Faculty and/or to selective admission programs Through advisement, Faculties support program/major declaration after initial entry to KPU
Advisement	<ul style="list-style-type: none"> Centralized advising through Student Services Some Faculties have academic advisors 	<ul style="list-style-type: none"> Hybrid advising model - TBD
Principles: <ul style="list-style-type: none"> ✓ Congruent with open access mandate ✓ Supports student success more effectively ✓ Supports strategic enrolment management ✓ Trades & Technology and ACA admission requirements are outside of this proposed undergraduate admissions framework. 		

Appendix C –Admission Framework Chart



MEMORANDUM
Appendix D – Timeline for Admission Framework Implementation

Activity	Timeline	Outcome
Consultation process: Academic Council, Deans, Divisional Business/Operations Managers, Faculty Councils, Students, etc.	January to June 2013	Solicit feedback and seek approval for the development of the new admission framework
Present to SSAPP for information	April 19, 2013	
Present to SSCC for information	May 1, 2013	
Present to SSCUB for information	May 10, 2013	
Present to SSCC for recommendation	June 5, 2013	Recommendation of the new Admission Framework to Senate
Seek Senate approval	June 24, 2013	Senate approval of the new Admission Framework
Seek Board of Governors' approval	Sept 18, 2013	Board approval of the new Admission Framework
<ul style="list-style-type: none"> • Redesign of admission business processes and updates to Banner • Redesign of advisement model • Faculty program pathway development • External consultation process and marketing: high schools, post-secondary institutions, etc. • Redesign IAP enrollment data reporting 	Sept 2013 to April 2014	<ul style="list-style-type: none"> • Business practices articulated and Banner modifications complete • Resource issues negotiated • Program pathways articulated with ACA • Awareness of new admission categories and pathways • Reports to government reflect new criteria
Submit updates to Academic Calendar	By April 2014	
Launch new Admission Framework for September 2015 intake	By November 2014	Application cycle for September 2015 intake

MEMORANDUM
Appendix E – Comparator English 12 Admission Requirements

Note: minimum grade required in English 12 for admission

Capilano	C+	based on course grade and provincial exam AND minimum residency requirement	http://www.capilanou.ca/requirements/
Douglas	C	based on course grade and provincial exam	http://www.douglas.bc.ca/calendar/general-information/admissions.html
SFU	C	based on course grade and provincial exam AND minimum residency requirement	https://students.sfu.ca/admission/requirements/english-requirement.html
TRU	C+		http://www.tru.ca/calendar/current/8171.htm
UBC	C+	based on course grade and provincial exam AND minimum residency requirement	https://you.ubc.ca/ubc/vancouver/elas.ezc
UFV	C+		http://www.ufv.ca/calendar/2012_13/general/admissions.htm#ELPS
UNBC	C	for BC high school	http://www.unbc.ca/calendar/undergraduate/high-school-admissions
	C+	for international admission	http://www.unbc.ca/international-services/admissions
UVIC	A	for BC high school	http://web.uvic.ca/calendar2012/FACS/UnIn/UnAd/IAIn.html#AWFiLINE
VIU	C		http://www.viu.ca/calendar/GeneralInformation/admissions.asp

MEMORANDUM
Appendix F – Comparator IELTS Admission Requirements

Note: minimum grade required in IELTS for admission

Capilano	6.5	no band less than 6.0	http://www.capilanou.ca/requirements/
Douglas	6.5	minimum overall band test score (academic module only)	http://www.douglas.bc.ca/calendar/general-information/admissions.html
SFU	6.5	no band less than 6.0, writing intensive course in first 45 credits	https://students.sfu.ca/admission/requirements/english-requirement.html
TRU	6.5	no band less than 6.0	http://www.truworld.ca/internationalstudents/howtoapply/admreq.html
UBC	6.5	no band less than 6.0, must test if graduated from non-English school	https://you.ubc.ca/ubc/vancouver/elastests.ezc
UFV	6.5	no band less than 6.0	http://www.ufv.ca/calendar/2012_13/general/admissions.htm#ELPS
UNBC	6.5	no band less than 6.0	http://www.unbc.ca/calendar/undergraduate/international-admissions
UVIC	6.5	no band less than 6.0	http://registrar.uvic.ca/undergrad/admissions/apply/uengl1.html
VIU	6.0	no band less than 5.5	http://www.viu.ca/calendar/International/index.asp

MEMORANDUM
Appendix G – IELTS Admission Data

For undergraduate-level programs (not ELST), raising the minimum IELTS requirement from 6.0 to 6.5 results in approximately 22% of international applicants not being admissible to “open” undergraduate studies. This percentage is consistent across the last three Fall intakes (2010, 2011, and 2012).

Term IELTS Score	Number of New Students
Fall 2010	82
6.0	18
6.5	33
7.0	18
7.5	8
8.0	5
Fall 2011	72
6.0	16
6.5	38
7.0	15
7.5	3
Fall 2012	89
6.0	19
6.5	38
7.0	15
7.5	12
8.0	4
8.5	1
Total IELTS Score > 6.0	243
Total IELTS Score > 6.5	190

Source: Office of the Registrar – May 13, 2013

MEMORANDUM
Appendix H – KPU Correlation English 12 Admission Grade and GPA

FALL 2011 DOMESTIC STUDENTS														
ALL QUALIFIED APPLICANTS WITH UG GPA IN FALL 2011														
	ACA		ARTS		BUSINESS		DESIGN		HEALTH		SCIENCE		TRADES	
EN12 GRADE	#	MEAN UG GPA	#	MEAN UG GPA	#	MEAN UG GPA	#	MEAN UG GPA	#	MEAN UG GPA	#	MEAN UG GPA	#	MEAN UG GPA
A	2	3.60	303	3.15	96	3.21	44	3.56	45	3.30	96	2.81	4	3.49
B	30	2.36	880	2.61	493	2.53	96	3.31	137	3.02	283	2.35	20	3.22
C+	41	2.27	313	2.18	229	2.18	23	3.17	26	3.43	83	2.33	18	3.46
C	20	2.30	161	1.81	131	1.86	8	3.44	19	3.64	46	2.07	16	3.03
C-	4	1.92	45	1.83	39	1.17	4	2.73	4	3.55	14	2.18	1	0.00
HS TRANSFER	8	1.85	58	2.33	66	2.27	7	3.17	13	3.47	7	2.23	8	2.60
NO EN12 GRADE	34	2.23	172	2.38	156	1.92	17	3.20	55	3.55	45	2.56	11	3.23
Grand Total	139	2.27	1932	2.51	1210	2.31	199	3.33	299	3.26	574	2.41	78	3.15

SOURCE: IAP

Appendix I – Current Admission Policy /C.18 Admission to the University

POLICY

TITLE: Admission To The University

APPROVED BY: The President

EFFECTIVE: 26 September 1990

REVISED: June 2006

RELATED POLICIES:

[Board of Governors Policy 3.9 Programs and Services](#)

[C.32 Concurrent Academic Studies](#)

PURPOSE

To state the general criteria for admission to Kwantlen Polytechnic University.

SCOPE

All applicants to Kwantlen Polytechnic University.

PRINCIPLES

1. Kwantlen Polytechnic University's primary purpose is to provide post-secondary educational opportunities to the communities of Delta, Langley, Richmond, Surrey and White Rock.
2. Canadian citizens or permanent residents (landed immigrants) are eligible for admission.
3. International students will have additional requirements regarding eligibility for admission.
http://www.kwantlen.ca/international_ed/admission.html
4. Kwantlen considers applications from all eligible candidates; however, admission to specific programs or courses may be restricted by space limitations or prerequisite requirements.

MEMORANDUM

5. In situations where the number of qualified applicants exceeds the number of available seats in a program, admission will be in order by date of application, by date of qualification or by computerized random selection.
6. The University will consider each applicant in an equitable and consistent manner.
7. An applicant must be able to undertake studies in the English language and produce evidence of competence to do so; where there is doubt an applicant may be required to take a test of facility in the English language prior to admission to the University.
8. Admission to the University is made within the following categories.

A. Regular Admission

- i. Applicants to the University must meet one of the following general admission requirements in order to be accepted into the University:
 - a) be a graduate of a B.C. secondary school, or equivalent
 - b) be at least nineteen (19) years of age on the first day of attendance at the University.
- ii. Applicants must have completed the stipulated English proficiency requirements, where applicable.

B. Underage Admission

- i. Anyone who is not a graduate of a B.C. secondary school or equivalent from another school system, but who will be seventeen (17) years of age or older on the first day of attendance at the University and who has not been in regular attendance at a secondary school for a minimum of one (1) year may be admitted to the University in order to enroll in Adult Basic Education or English Language studies.
- ii. Admission of underage students to other programs will be considered on an individual basis.

C. Special Admission

- i. An applicant who does not meet any of the above admission criteria may be admitted as a Special Admission student and complete up to 12 credits before they must meet the regular admission requirements.
- ii. An applicant who does not meet any of the above admission criteria may apply for admission as a Special Admission student to specific programs.

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PROCEDURES

1. For application as a Special Admission student:

- i. The applicant may have to attend an interview with the Registrar to present his/her reasons for requesting Special Admission status and must provide supporting documentation as requested.
- ii. An applicant admitted as a Special Admission student is admitted to a specific program and may not change program without prior approval of the Registrar.

[Return to Bylaws & Policies Homepage](#)
[Return to Kwantlen's Home Page](#)

Appendix J – Current Admission Categories as per 2012-13 Academic Calendar

(From <http://www.kwantlen.ca/calendar/2012-13/ar/admissionreqs.html>)

Regular Admission

Anyone who is a graduate of a BC Secondary school in any program, or the equivalent from another school system, qualifies under Kwantlen's regular admission category. Applicants who are missing only one course for graduation are also eligible to attend, provided they have completed English 12 or the equivalent with a minimum "C" grade. As per the 2004 Provincial Graduation Program requirements, BC secondary school students are required to write their Language Arts 12 provincial exam (i.e., English 12, First Peoples English 12 or Communications 12). For English 12 and all other provincially examinable courses, Kwantlen will accept the blended grade (classroom grade + provincial examination grade) OR the classroom grade - whichever is higher - for the purposes of university and program admission and for satisfying course prerequisites. BC Secondary school students do NOT have to write optional provincial exams in order to be admitted to Kwantlen. For applicants who have completed the BC Adult Graduation Diploma program, provincial exams are not required. Home Schooled applicants will be evaluated as equivalent to BC Grade 12 graduates, provided they have written and passed the BC Provincial English examination. Home Schooled students who require Mathematics for entrance to their programs may also be required to write Kwantlen's Math Placement Test.

Mature Student Admission

Anyone who is not a secondary school graduate (or equivalent) but who will be nineteen (19) years of age or older on the first day of classes for the term is eligible to attend Kwantlen as a mature student.

Underage Admission

Anyone who is not a secondary school graduate but who is seventeen years of age or older, and has not been in regular attendance at a secondary school for a minimum of one year, is eligible to appeal for permission to attend Kwantlen as an underage applicant. Applicants in this category will normally only be accepted into the Adult Basic Education (ABE) or English Language Studies (ELST) program. Admission of underage applicants to other programs will be considered on an individual basis.

Special Admission

An applicant who does not meet any of the above admission criteria may appeal to be admitted as a Special Admission student and complete up to 12 credits before they must meet the general university admission requirements. Testing and attendance at an interview may be required and the applicant must provide supporting documentation as requested. Students under 19 who have not written the BC Provincial English examination will be required to write Kwantlen's English Placement Test (or equivalent) in order to be considered a Special Admission student.

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Concurrent Admission

Students who are enrolled in grade 12 in a BC Secondary School may be admitted to Kwantlen to pursue Concurrent Studies. Normally, no more than 3 semester hours credit may be applied toward the requirements of a certificate program. Similarly, no more than 6 semester hours credit may be applied toward the requirements of a diploma program. The following conditions will apply to concurrent studies:

- The applicant must have achieved a B standing in academic subjects in the last full year of high school completed
- The applicant must be enrolled in a BC Secondary School at the grade 12 level, in a program that meets regular Kwantlen entry requirements
- The applicant must have the written recommendation of the secondary school principal
- The applicant must have the written consent of his or her parent(s) or legal guardian if under the legal age of majority on the opening day of classes
- The applicant must have the support of the Dean responsible for the course(s) in which she or he plans to enrol

Admission will generally be limited to one semester only; however, it may be renewable with the continued support of the school principal and the Dean. Concurrent students will be treated as typical students in most respects except they may not register in a full range of courses, and their eligibility to register is valid for one semester only (unless renewed as above). Kwantlen reserves the right to limit the number of seats available in total and per class.

MEMORANDUM
Appendix K – Retention Rates by Faculty for New Students to KPU

Retention is defined as students who took at least one FTE countable course or were issued ANY credential in the subsequent academic years (regardless of the credential level associated with their declared program when they started at KPU). Students are tracked based on their declared program when starting at KPU. This means that the cohort remains intact over the tracking period (e.g., if a student starts at KPU as a Business student, and at a later date transfers to the Arts, (s)he will not be included in the Arts retention calculations, but rather would be tracked as a Business student.)

	Student Cohort Commencing:	% Retained in the Second Year	Size of Cohort
ACA	New in fall 2008	32%	109
	New in fall 2009	34%	131
	New in fall 2010	57%	86
ARTS	New in fall 2008	62%	1395
	New in fall 2009	61%	1492
	New in fall 2010	65%	1534
BUS	New in fall 2008	68%	852
	New in fall 2009	65%	849
	New in fall 2010	68%	951
CAHS	New in fall 2008	67%	91
	New in fall 2009	65%	196
	New in fall 2010	55%	139
DESIGN	New in fall 2008	80%	126
	New in fall 2009	85%	110
	New in fall 2010	83%	111
SCIENCE & HORT	New in fall 2008	67%	383
	New in fall 2009	65%	417
	New in fall 2010	69%	453
TRADES	New in fall 2008	57%	46
	New in fall 2009	70%	60
	New in fall 2010	57%	56

Source: Institutional Analysis & Planning – April 23, 2013

MEMORANDUM

Appendix L – Requests for course repeats at KPU


Requests to register for a course for a third (or more) time moved from the Records and Registrations department to Advising partway through the summer of 2010. The information below represents the total number of requests received across all educational advising departments in the term indicated for an individual course to be repeated in the subsequent term. Some students do submit a request to repeat more than one course.

Fall 2012	531 requests
Summer 2012	407 requests
Spring 2012	296 requests
Fall 2011	480 requests
Summer 2011	441 requests
Spring 2011	280 requests
Fall 2010	404 requests

Source: Office of Student Engagement – April 23, 2013

MEMORANDUM
Appendix M – BCCAT Data on Multiple Applications

This data only captures student applications made through the ApplyBC portal. Only a small proportion of KPU applicants apply this way. Note that some of the students who applied to KPU and one other institution according to this table might have actually applied to an additional institution(s) outside of ApplyBC. ApplyBC speculates that students who were aware of their options might choose to use ApplyBC precisely because they were interested in applying to a wider range of institutions, while students who were set on attending KPU might choose to simply apply directly through the website. It is possible therefore, that the proportion of students applying to multiple institutions, and the number of institutions to which they apply, would be higher among the group of students reflected in this data than among the broader population of KPU applicants.

Multiple Applications Report:									
Date range: October 1, 2011 to September 30, 2012									
Applicants to	Applied to This Inst only	+1 Other Inst	+2 Other Inst	+3 or more Other Inst	Total to This Institution	% Applied to multiple Insts	Last year's total appls.	Last year's % multiple appls.	
Full Service:									
CAM	4964	663	186	104	5,917	16%	5,612	18%	
CNC	710	125	51	58	944	25%	860	25%	
COTR	701	96	36	49	882	21%	944	21%	
ECUAD	1318	160	82	50	1,610	18%	1,726	21%	
JIBC	16	11	7	17	51	69%	30	50%	
NIC	629	150	52	61	892	29%	1,088	26%	
NLC	643	53	25	12	733	12%	528	11%	
NVIT	247	47	10	9	313	21%	198	13%	
NWCC	729	52	31	32	844	14%	708	14%	
SELK	1469	131	42	45	1,687	13%	1,579	11%	
VIU	3881	575	212	170	4,838	20%	5,266	21%	
Common Form: link applicants to ApplyBC for partial application									
CAP	3591	909	487	521	5,508	35%	5,807	35%	
DOUG	4629	1018	535	595	6,777	32%	7,626	31%	
Langara*	1191	661	483	640	2,975	60%	6,894	46%	
SFU	12664	4217	1816	1230	19,927	36%	22,059	36%	
TRU	2304	489	237	247	3,277	30%	3,215	27%	
UCW	12	4	2	9	27	56%	81	56%	
UVic	9327	2438	1114	811	13,690	32%	16,870	28%	
Own Form: do not link to ApplyBC									
BCIT	407	419	372	582	1,780	77%	1,841	74%	
Kwantlen	398	474	398	582	1,852	79%	2,045	77%	
Okanagan	97	75	52	85	309	69%	374	49%	
RRU	14	17	17	37	85	84%	81	73%	
UBC	2092	2260	1285	966	6,603	68%	7,388	66%	
UFV	349	234	161	283	1,027	66%	3,615	30%	
UNBC	55	93	97	184	429	87%	370	81%	
VCC	147	117	79	121	464	68%	553	66%	
Totals:	52584	15488	7869	7500	83,441	37%	97,639	35%	

* At some point during 2011/12, Langara stopped referring applicants to ApplyBC (now Own Form)

Source: BCCAT – April 24, 2013

MEMORANDUM

Appendix N – Admissions Framework Modeling: Two Scenarios

Philosophy

- Congruent with the open access mandate
- Support student success
- Support educational preparedness
- Support strategic enrolment management
- Support Faculty autonomy

Principles

- Establishment of a declarative model
- Creation of a transfer admission category
- Elimination of third year admission/progression process
- Revision of the transfer credit policy and procedures
- Deployment of fiscal resources
- A transparent admissions framework

Scenario One: Faculty Admission

Student applies to a Faculty, and must (at a minimum) meet the University's general UG admission requirement (English 12 – C+ or equivalent) to be considered for admission to a Faculty:

1. Business
2. Arts
3. Science
4. Design
5. CAHS
6. T&T (apply direct to Foundations program)
7. ACA (apply direct to ACA program)

Student is admitted to Faculty or to Faculty Pathway in ACA by the Admissions Office.

Student enrolls as a general "Faculty" student in First Year Common Core courses. These common core courses could serve as the declaration checklist.

Student is required to declare a program/major at a point in time defined by the Faculty (student sees an advisor to declare).

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Example: Student wishing to pursue BA Criminology

A high school student applies to “Criminology” (not **BA** Criminology, not **AA** Criminology, not **Diploma** in Criminology – simply “Criminology”). Student is admitted as a pre-criminology student within the Faculty of Arts based on meeting the university’s UG admission requirements (English 12 – C+) and the Faculty of Arts admission requirements (English 12-B, Math 12-C, for example).

A transfer student applies and is admitted based on 24 UG credits and 2.0 CGPA.

Both of these students pursue a First Year Common Core in the Faculty of Arts until they have completed the minimum number of credits to declare (e.g. 30 credits – achieved through KPU coursework, transfer coursework or a combination of both).

Student makes an appointment to see an advisor wanting to declare “Criminology” as his/her Major. The advisor checks to see the student has all the necessary requirements which could be, for example:

- ✓ 6 cr. lower level “writing” requirement
- ✓ 6 cr. “quantitative” requirement,
- ✓ 6 cr. “language” requirement
- ✓ 6 cr. Arts (Social Science or Humanities)
- ✓ 3 cr. Science
- ✓ EDUC 1100
- ✓ All with a minimum grade of C, and a CGPA of 2.0

First Year Common Core

The following charts illustrate what a First Year Common Core (i.e. declaration requirements) might look like for each Faculty. *Note:* these are examples only – each Faculty would determine its own core courses.

FACULTY OF ARTS: First Year Common Core

Example of Faculty HS Admission requirements = English 12-B, Math 12-C

SEMESTER 1	SEMESTER 2
ENGL 1110	ENGL 1202
3 cr. Quantitative	3 cr. Quantitative
3 cr. Language	3 cr. Language
EDUC 1100	3 cr. Science
3 cr. Arts (Social Science or Humanities)	3 cr. Arts (Social Science or Humanities)

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SCHOOL OF BUSINESS: First Year Common Core

Example of Faculty HS Admission requirements = English 12-C+

SEMESTER 1	SEMESTER 2
BUSI 1110	CPSC 1100
ECON 1110	3 cr. Business Stats (e.g. ACCT 1230)
ENGL 1110	CMNS 1140
3 cr. Business Math (e.g. ACCT 1130)	MRKT 1199
ELECTIVE	ELECTIVE

FACULTY OF SCIENCE & HORTICULTURE: First Year Common Core

Example of Faculty HS Admission requirements = English 12-C+, Math 12-B

SEMESTER 1	SEMESTER 2
BIOL 1110	BIOL 1210
CHEM 1110	CHEM 1210
MATH 1130	MATH 1230
PHYS 1101	PHYS 1102
ENGL 1100	3 cr. Arts (Social Science or Humanities)

CHIP & SHANNON WILSON SCHOOL OF DESIGN: First Year Common Core

Example of Faculty HS Admission requirements = English 12-B + portfolio

SEMESTER 1	SEMESTER 2
4 "Design" courses	4 "Design" courses
ENGL 1100	3 cr. Elective outside the Faculty

FACULTY OF COMMUNITY & HEALTH STUDIES: First Year Common Core

Example of Faculty HS Admission requirements = English 12-B, Math 12-C+

SEMESTER 1	SEMESTER 2
BIOL 1160	BIOL 1260
PSYCH 1100	ENGL 1204
ENGL 1100	SOCI 1125
6 cr. CAHS	6 cr. CAHS

MEMORANDUM

Scenario Two: Direct Program Entry

While it may appear at first glance the same, this model differs to KPU's current admission model; it is predicated on direct entry to degree and specialized non-degree 'programs' and not credentials.

FACULTY OF ARTS

Two options for direct entry: (1) Faculty of Arts Majors (2) Fine and Performing Arts Majors
This model results in 19 entry points with 3 sets of admission requirements

Admission to Faculty of Arts Majors (all have one common set of admission requirements)

Note: Exit credentials in the BA, Associate of Arts, Diploma and Certificate as applicable

- | | |
|----------------------|--------------------|
| 1. General Studies | 10. Double Minor |
| 2. Anthropology | 11. Asian Studies |
| 3. Canadian Studies | 12. CCJ |
| 4. Creative Writing | 13. Criminology |
| 5. English | 14. Geography |
| 6. History | 15. Journalism |
| 7. Philosophy | 16. Policy Studies |
| 8. Political Science | 17. Psychology |
| 9. Sociology | |

Admission to Fine/Performing Arts Major (each has its own set of admission requirements)

Note: Exit credentials in the degrees, diplomas, associates as applicable

- 18. Fine Arts
- 19. Music

FACULTY OF BUSINESS

Two options for direct entry: (1) admission to degree (2) admission to specialized non-degree
This model results in 8 entry points with 4 sets of admission requirements

Direct admission to degree (one common set of admission requirements)

- 1. ACCT (*Exit credentials include ACCT degree, diploma, certificate*)
- 2. MRKT (*Exit credentials include MRKT degree, diploma, certificate*)
- 3. ENTR (*Exit credentials include ENTR degree, mgmt, admin and business mgmt diplomas*)
- 4. HRMT (*Exit credential includes HRMT degree*)
- 5. BTech (*Exit credentials include BTech degree, CISY diploma and certificate*)

Direct admission to specialized non-degree (program specific admission requirements)

- 6. LGLA certificate
- 7. Public Relations diploma
- 8. Post-Bac in HRMT

MEMORANDUM

FACULTY OF SCIENCE & HORTICULTURE

Two options for direct entry (1) admission to degree (2) admission to specialized non-degree
This model results in 12 entry points with 5 sets of admission requirements

Direct admission to degree (one common set of admission requirements)

1. Biology (*Exit credentials include BSc, Associate of Science / Diplomas as applicable*)
2. Chemistry (*Exit credentials include BSc, Associate of Science / Diplomas as applicable*)
3. Geography (*Exit credentials include BSc, Associate of Science / Diplomas as applicable*)
4. Health Science
5. Mathematics (*Exit credentials include BSc, Associate of Science / Diplomas as applicable*)
6. Physics (*Exit credentials include BSc, Associate of Science / Diplomas as applicable*)
7. Hort Science (*Degree exit credentials in Plant Health and Urban Ecosystems*)
8. Sustainable Agriculture

Direct admission to non-degree (program specific admission requirements)

9. Engineering
10. EPT
11. Hort Technology
12. Apprenticeship

CHIP & SHANNON WILSON SCHOOL OF DESIGN

Two options for direct entry (1) admission to degree (2) admission to specialized non-degree
This model results in 7 entry points with 4 sets of admission requirements

Direct admission to degree (one common set of admission requirements: ENGL + portfolio)

1. Fashion & Technology (*Exit credentials include the degree and diploma*)
2. GDMA (*Exit credentials include the degree and diploma*)
3. Interior Design
4. Product Design

Direct admission to specialized non-degree (program specific admission requirements)

5. Fashion Marketing
6. Foundations in Design
7. Technical Apparel Post Bac

MEMORANDUM

FACULTY OF CAHS

Two options for direct entry (1) admission to degree (2) admission to specialized non-degree
This model results in 9 entry points with 8 sets of admission requirements

Direct admission to degree (common admission requirements: academic + non-academic)

1. BSN
2. BPN

Direct admission to non-degree (program specific admission requirements)

3. CCN Post-bac
4. GNUR
5. GNIE
6. HCAP
7. HAUC
8. BSN post-Bac
9. SETA

Undergraduate Declarative Model

Considerations (potential guidelines for Faculties)

Define “time” by credits (not actual time, such as “one year” for example). This is because KPU has both part and full time, non-traditional students. Also, define a minimum and maximum number of credits for declaration. For example, “Students *may* declare after completion of 30 credits but *must* declare after completion of 90 credits.”

Consider which core lower level courses are required as part of the program/major declaration. Note: courses must be KPU undergraduate courses or equivalent via transfer credit – they cannot be high school courses.

Consider whether KPU wants to establish defined “quantitative” courses and “writing intensive” courses, which could become an easier way to provide flexibility for lower level pre-declarative students.

Consider if a grade minimum in the required courses is necessary and how this impacts the courses in a program/major with defined pre-requisites. While high school courses should not be listed as a declaration requirement, it may be useful to indicate which high school courses are pre-requisites for some of the courses within the major program.

Consider a minimum CGPA. Note: a CGPA is an institutional GPA based on the undergraduate credits completed up until the point of declaration – it is not a program GPA.

MEMORANDUM

Examples: Declarative models from other institutions

1. SFU

a) Arts

University regulations state that you must declare your major or two minors by the time you have completed 60 units. Students in the Bachelor of Arts degree who have completed approximately 70 units and have not yet declared a major or two minors must discuss their academic goals with an advisor.

How do I declare a major or two minors?

You will need to contact the [department advisor](#) for the major or minor you wish to declare. The advisor will be able to assess your eligibility for admission and also formally add your major or two minors to your degree.

<http://www.fass.sfu.ca/undergraduate/advising/declaring>

b) Chemistry

Students Intending to Specialize in Chemistry

The point at which a high school or regional college student enters the chemistry program is governed by the student's subject knowledge. CHEM 110 and 111 are not required for the BSc degree but are available as electives to those with no chemistry knowledge or who are starting from BC high school chemistry 11. Those with BC high school chemistry 12 (or equivalent) normally start with CHEM 121. Major or honours students must fulfill program requirements below.

Minimum Grade Requirement

Whether majoring in chemistry or not, students may NOT enroll in any CHEM course for which a D grade was obtained in any prerequisite.

Writing, Quantitative, and Breadth Requirements

Students completing a degree program must fulfill writing, quantitative and breadth requirements as part of their program. Chem 111 and 121 are designated as Q (quantitative) courses and require one of the following proofs of numeracy prior to enrollment: 70% or better in Math 12; or a score of 20 or better on the Q placement test; or completion of FAN X99 with a grade of C or better.

Academic Standing

CGPA, UDGPA and plan GPA must be **greater than or equal to 2.00** to declare a major and graduate.

Whether majoring in chemistry or not, students may not enrol in any CHEM course for which a D grade was obtained in any prerequisite.

MEMORANDUM

2. UBC

How do I declare a major (specialization)?

Short Answer

In one of three ways depending on the discipline:

- 1) do it yourself on the SSC
- 2) see an academic advisor
- 3) see your faculty/department

Long Answer

In a Bachelor of Arts, you can declare at the end of your second year or after you have completed 48 credits.

In a Bachelor of Science, you are able to declare after your first year and completion of a minimum of 24 credits.

During the registration period from mid-June to mid-September you are able to declare a specialization in most programs on the [Student Service Centre \(SSC\)](#).

If you intend to major in one of the following programs, please contact the person listed in the table below for assistance.

<http://www.ubc.ca/okanagan/students/advising/faq.html>

3. Rutgers School of Arts and Sciences

Full-time students normally declare their major in the second semester of their second year, although some majors encourage students to declare even earlier in order to facilitate the planning needed for an appropriate sequence of the courses required to complete the major within four years. Part-time students normally declare their major by the time they have completed 60 credits. Declaration is done by submitting a major/minor declaration form, available online at mymajor.sas.rutgers.edu. Some academic departments may have prerequisites and/or require approval by an advisor.

Students who have not declared their major and minor by the time they have completed 60 credits will not be permitted to register for the next term until they have either declared or met with a general education advisor to develop a specific and approved plan of study. For transfer students who have transferred 45 or more credits, this restriction on registration will not apply until the end of their second semester.

<http://sasundergrad.rutgers.edu/forms/major-and-minor-declaration>

MEMORANDUM

4. University of Northern Iowa

Major - The declaration of a major is made through the department offering the major. **To declare or change a major**, you must complete a [Declaration of Curriculum form](#) and submit the form to the department of the major you are declaring. The department will assign an academic advisor to you at this time. A major will be reflected on a degree audit and transcript after the form has been processed by both the department and the [Office of the Registrar](#).

<https://www.uni.edu/advising/fag/how-do-i-declare-or-change-my-major-minor-certificate>

5. University of Virginia

How to Declare a Major

1. Review the requirements for your desired [major](#), including:
 - Prerequisites for declaring
 - Degree requirements specific to the major
 - Minimum GPA for acceptance and minimum grade accepted in courses toward the major
 - Internships and externships available in fields related to the major
 - Post-graduation [career](#) opportunities
2. Pick up a **Declaration of Major Form** from 101 Monroe Hall.
3. Schedule an appointment with an advisor in the department in which you wish to declare a major.
4. Meet with the assigned faculty member and complete the Declaration of Major form.
5. Return the form by the deadline (see the [academic calendar](#))

You may submit the Request to Defer Declaring a Major ONLY if you are deferring major declaration because you have yet to complete the prerequisites for a major. The process of deferring a major requires the same steps as declaring a major and cannot be used to postpone choosing a major. Forms are available from 101 Monroe Hall. Deferral of Major Forms are not valid beyond your fifth semester. Students who begin the fifth semester without either declaring a major or deferring declaration will be blocked from enrolling in the next semester's [classes](#) and may lose their [enrollment](#) place. **No student may begin a sixth full-time semester without a declared major.**

<http://college.artsandsciences.virginia.edu/declaremajor>

MEMORANDUM

6. University of Waterloo

Most students plan to choose a major at the end of their first year. This chart will help you select your first-year courses. Your first year is meant to be exploratory and you're expected to choose a variety of courses. Students usually take 5 courses a term in first year. Arts and Business students must take ARBUS 101; ECON 101; a language course; ARBUS 100 (non-credit seminar) in Fall; and ARBUS 102 in Winter *in addition* to the prospective major courses listed below.

Consult the [BA Breadth requirements page](#) before selecting courses for Fall 2012.

NOTE: If you have been given any transfer credits please contact your academic advisor to discuss appropriate course selections.

<https://arts.uwaterloo.ca/firstyear/majorschart>

Issue: Notice of Position

For Information: The Board Resourcing and Development Office requires submission of an updated Notice of Position when a vacancy occurs on the Board.

An updated copy of the February 2013 submission is attached for review and revision.

The Board Governance Committee reviewed and amended the attached Notice of Position at its September 11, 2013 meeting and recommended it to the Board for approval.

Particular attention should be paid to the bottom of page 8, top of page 9 (excerpt below):

Other Considerations

Within the context of the required board skills requirements, consideration is given to diversity of gender, cultural heritage and knowledge of the communities served by the organization.

Vacant Position(s)

Currently there are three (3) vacancies on the Board and three (3) Board Members eligible for re-appointment. The following are the attributes sought for the vacant position currently under consideration:

The ideal candidate will contribute to the diversity of the Board of Governors and to gaps indicated on the Skills Competency Matrix.

For Approval: THAT the Board of Governors approve the Notice of Position dated September 2013.

Business and Structure

Kwantlen Polytechnic University (“KPU”) is a public post secondary institution offering undergraduate university degrees and trades qualifications, certificates and diplomas. With about 18,132 students and total annual expenditures of over \$138 million, it is larger than over half the universities in Canada. KPU has campuses in Richmond, Surrey, Cloverdale and Langley.

KPU’s mission is to create an exceptional learning environment committed to preparing learners for leadership, service and success.

To fulfill this mission, it has become a university with four distinguishing characteristics. It is:

1. Driven by teaching and informed by applied research and scholarly activities to support the programs of the university;
2. Primarily undergraduate;
3. A degree completion route for college, trades and diploma students;
4. Responsive to the education and training needs of the regions (serving Richmond, Delta, Surrey, White Rock and Langley).

For further information, visit www.kwantlen.ca

Strategic Direction

KPU is a special purpose teaching university under the *University Act*. It offers adult basic education, career, technical, trade and academic programs leading to certificates diplomas and baccalaureate and masters degrees to the people of its region. Several years ago the University engaged in a broadly consultative process resulting in the University’s Mission and Mandate statement. It can be found at

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

In addition, the University engaged in another broadly consultative process resulting in the University’s Vision 2018, found at

<http://www.kwantlen.ca/president/strategicplanning.html>

Governance Structure

Kwantlen Polytechnic University is governed by the *University Act* of British Columbia which provides for two governing bodies: the Board of Governors and the Senate.

The Board of Governors' primary responsibility is to oversee the strategic direction and management of the University and ensure that it carries out its mission. The Board of Governors consists of eight government appointed members, two elected faculty members, one elected professional support staff member and two elected student members along with the Chancellor and President. Other than the President, all Board Members are subject to a maximum of six years service.

The Senate has responsibility for the academic programming of the University. In particular, it sets curricula, qualifications for admissions, criteria for awarding certificates, diplomas, and degrees, including honorary degrees, criteria for academic standing, academic standards and the grading system, and policies and procedures for appeals by students on academic matters.

Board policies are located at:
<http://www.kwantlen.ca/policies/>

Section A

Board Governance Manual

Board Responsibilities and Accountabilities

Role and Responsibilities

4. BOARD TERMS OF REFERENCE (excerpt from Board Governance Manual)

4.1. ROLE

As set out in the *University Act*, the Board is responsible to manage, administer and control KPU's property, revenue, business and affairs.¹

The Board delegates to the President responsibility for the day-to-day operations of KPU. Board Members serve part-time and the Board's role is one of governance and oversight of KPU.

¹ *University Act*, s. 27(1).

4.2. RESPONSIBILITIES

The Board's powers are set out in section 27(2) of the *University Act*. Further to the roles and responsibilities set out by statute, the Board establishes a governance framework to guide its work.

The key responsibilities of the Board are set out below. The President and the three Board Committees that provide in-depth concentration in key areas of Board responsibility support the Board's work.

4.2.1. Human Resources

The Board:

- a) appoints the President as the chief executive officer of KPU, sets the President's salary or remuneration, and defines the President's duties and tenure of office;¹
- b) monitors and evaluates the President's performance;
- c) oversees President succession planning and ensures plans are in place to deal with a planned or emergency departure of the President;
- d) provides advice and counsel to the President in the execution of the President's duties;
- e) with approval of the Senate, establishes procedures for the recommendation and selection of candidates for President, deans, librarians, registrar and other senior academic administrators as the Board may designate;²
- f) delegates to the President or those individuals or committees outlined in Appendix H responsibility to appoint, promote and remove senior academic administrators, faculty and other members of the teaching staff, and the officers and employees of KPU and set their salaries or remuneration, define their duties and their tenure of office or employment, all as set out in Appendix H;
- g) upon nomination by the alumni association and after consultation with the Senate, appoints the Chancellor in accordance with the *University Act*;³ and
- h) ensures that KPU human resources strategies provide for the development of key personnel consistent with the future leadership needs of KPU.

4.2.2. Strategy

KPU's senior leadership, in consultation with internal and external stakeholders and in accordance with KPU's fiscal accountability to the Government (i.e. the "budget letter")

¹ *University Act*, s. 27(2)(g).

² *University Act*, s. 27(2)(f).

³ *University Act*, s. 11(1).

formulates a strategic plan and supporting operating and capital plans and budgets and the Board assesses and ultimately approves them.

The Board:

- a) reviews and approves KPU's mission, mandate, vision and commitment statements;
- b) participates in the development of and approves KPU's strategic plan;
- c) oversees the ongoing implementation of KPU's strategic plan;
- d) reviews and approves KPU's business plan (including key financial, facilities and human resources plans), and establishes key performance measures;
- e) reviews and approves KPU's annual capital and operating budgets;¹
- f) seeks the advice of the Senate on the development of educational policy for those matters outlined in the *University Act*;²
- g) considers recommendations from the Senate for the establishment and discontinuance of Faculties and Departments;³
- h) establishes the elements that comprise the academic and overall KPU student experience and processes to obtain student feedback; and
- i) monitors KPU's performance against the various plans and budgets, and agreed-upon key performance measures and approves revisions to the plans and budgets as required.

4.2.3. Risk

KPU's senior leadership is responsible for establishing processes, procedures and mechanisms by which key matters of risk are identified, and ensuring that strategies are developed to manage such risks.

The Board:

- a) with the advice of senior leadership, identifies KPU's key risks;
- b) ensures, through regular reviews and assessments, that senior leadership has established appropriate systems to identify and manage these risks; and
- c) receives regular reports on the management of these risks.

¹ *University Act*, s. 27(2)(l).

² *University Act* s. 35.2(6).

³ *University Act*, s. 27(2)(i) and 35.2(6)(e).

4.2.4. Financial Information, Systems and Controls

The Board:

- a) verifies that senior leadership has established and is applying appropriate audit, accounting and financial reporting principles;
- b) verifies that internal financial and operational controls and information systems are in place and functioning satisfactorily;
- c) directs and oversees KPU's internal and external audit; and
- d) reviews and approves the annual audited financial statements.

4.2.5. Monitoring and Reporting

The Board:

- a) publishes the Board's governance framework;
- b) monitors KPU's performance against the objectives set out in the strategic plan and agreed-upon key performance measures;
- c) identifies and monitors quantifiable measures and benchmarks relating to the academic and overall experience of KPU students;
- d) ensures financial results are reported fairly and in accordance with generally accepted financial reporting standards;
- e) reports quarterly to the Government on the annual capital and operating budget;
- f) annually, submits to the Government a copy of KPU's audited financials, the Accountability Plan and Report and the FTE Enrollment Report; and
- g) at the request of the Minister, prepares and submits, an annual report together with financial statements, and other information that the Minister considers necessary to carry out the Minister's responsibilities under the *University Act*.¹

4.2.6. Code of Conduct and Ethics

The Board:

- a) establishes, and updates from time to time as required, a Code of Conduct for Board Members which includes the duties of Members of the Board or Committees in conflict of interest situations;

¹ *University Act*, s. 32(1) and s. 49(1). See for example the Ministry of Advanced Education's reporting requirements for BC's public post-secondary institutions due in fiscal year 2012/13 at <http://www.aved.gov.bc.ca/budget/welcome.htm>

- b) approves a Code of Conduct for KPU senior leadership approves and monitors through senior leadership, compliance with all significant policies that govern KPU's operations; and
- c) ensures that systems are in place to provide equality of opportunities for faculty, staff and students.

4.2.7. Appeal

The Board:

- a) conducts appeal hearings for any member of the teaching and administrative staffs and any officer or employee of KPU suspended by the President;¹
- b) conducts appeal hearings on matters of non-academic student discipline.

4.2.8. Communications

The Board:

- a) ensures KPU has a plan in place to communicate effectively with students, faculty, employees, government, stakeholders and the public.

The President is the primary spokesperson for KPU and the Board Chair is the primary spokesperson for the Board.

4.2.9. Government Relations

The Board:

- a) works in a collaborative relationship with the Government;
- b) requires senior leadership to report (both promptly and adequately) the financial performance of KPU to Government and stakeholders;
- c) reports annually to Government on the Board's stewardship for the preceding year, upon request of the Government; and
- d) in a timely manner, keeps Government informed of material issues that could affect KPU and KPU's ability to meet targets set by Government.

4.2.10. Governance Effectiveness

The Board:

- a) establishes the framework for the governance of KPU;
- b) appoints non-program advisory boards, consisting, either wholly or partly of persons unconnected with KPU ("Advisory Board");²

¹ *University Act*, s. 60(3).

² *University Act*, s. 34(1).

- c) refers matters to an Advisory Board for advice and report, such advice and report which must be considered and weighed by any body in KPU which the Board so directs;¹
- d) reviews and updates the Board's governance policies at least every two years or more frequently as required;
- e) develops a plan for long term Board composition and maintains the Board Matrix;²
- f) provides comprehensive orientation and professional development sessions for Board Members; and
- g) annually examines the effectiveness of the Board, its committees and the Board Chair and its relationship with senior leadership, the Senate and Government.

Accountabilities

In carrying out its work, the board operates within the broad policy direction and budget set by the Ministry of Advanced Education. For this purpose, the Ministry has established an Accountability Framework for Post Secondary Education setting out goals for the post-secondary system, performance measures to assess the achievement of goals, and reporting requirements for the institutions. Institutional accountabilities are set out in the Government Letter of Expectation (GLE) from the Ministry on the basis of which each institution develops an annual service plan and service report. For more information on the Ministry visit their web site at: www.gov.bc.ca/su.

Board Composition

The individuals who make up the Board of Governors should, collectively, have the necessary personal attributes and competencies required to:

- add value and provide support for management in establishing strategy and reviewing risks and opportunities; and
- effectively monitor the performance of management and the organization.

Personal Attributes

All governors should possess the following personal attributes:

¹ *University Act*, s. 34(1).

² Refer to Appendix "D" and Section 18 (Board Composition and Succession Planning) of the Board Manual for more information.

- High integrity
- Team Player – respect for other ideas/opinions
- Strong reasoning skills
- Ability to think and act independently
- Time and willingness to devote the equivalent of approximately 20 days per year on board-related activities and to travel as required
- No direct or indirect conflict of interest with the Governor's responsibility to the university
- Able and willing to fulfill time commitment required to carry out responsibilities

Competencies

Collectively, the Board should comprise the following core competencies:

- A proven track record of success in a significant business or equivalent organization or entity with knowledge in such areas as strategic management, finance, operations, control and accounting, law, communications and/or human resources
- Knowledge of current and emerging higher education issues
- Previous experience in significant community-based organization
- Successful experience in understanding complex labour relations issues
- Successful experience with significant organizational change
- Successful experience with risk management
- Successful experience dealing with complex legal issues

Governance Experience

While previous experience as a governor is not required, it is important that candidates for positions understand the roles and responsibilities of a member of a governing board and have the necessary experience and demonstrated skills to enable them to contribute to board decision-making and oversight.

Part of the organization's commitment to good governance includes the provision to provide a comprehensive orientation for new board members and ongoing professional development for members.

Board Members sign a Code of Conduct annually as well as take an Oath of Office at their initial Board meeting.

Other Considerations

Within the context of the required board skills requirements, consideration is given to diversity of gender, cultural heritage and knowledge of the communities served by the organization.

Vacant Position(s)

Currently there are three (3) vacancies on the Board and three (3) Board Members eligible for re-appointment. The following are the attributes sought for the vacant position currently under consideration:

The ideal candidate will contribute to the diversity of the Board of Governors and to gaps indicated on the Skills Competency Matrix.

Time Commitment

KPU's Board meets 5 times each year, generally on the Cloverdale campus (5500-180th Street) for approximately four hours (3:00-7:00 pm). In addition, Board Members are expected to serve on one Board committee and attend one annual two-day retreat somewhere in North America. Board committees typically meet from 4:00 to 6:00 pm, four or five times a year. Board Members also attend various KPU functions such as Convocation, Scholarships & Awards Ceremony, and Community Events, as their schedules permit. The Board holds a recognition dinner for retiring Board Members annually and supports the Kwantlen Foundation fund raising events.

Term

Under the *University Act*, a board member is appointed by the Lieutenant Governor in Council and holds office for a term up to three years. Appointed members of the board may be eligible for reappointment but must not hold office for more than six (6) consecutive years.

Compensation

No compensation is paid to Order in Council members of the Board; however, approved expenses are reimbursed according to University policy.

List of Current Governors and Senior Executives

	First Appointed	Term Ends	Occupation
Appointed:			
Kristan D. Ash	16 September 2009	31 July 2015	Alumni, MBA(c), Lean Blackbelt
Harpreet Bhatti	2 August 2013	31 July 2014	CGA
Shane E. King / Chair	31 December 2008	31 July 2014	Chartered Accountant Alumni
John Gordon Schoberg	31 July 2008	31 July 2014	Executive
Kenneth Tung	16 September 2009	31 July 2015	Executive
Launi Skinner	25 November 2010	31 July 2014	CEO, First West Credit Union
Lisa Skakun / Vice Chair	31 July 2012	31 July 2014	Legal Counsel, Coast Capital Savings
Elected:			
Kim Richter	01 January 2009	31 August 2014	Faculty
Geoff Dean	01 September 2012	31 August 2015	Faculty
Christopher Girodat	01 September 2013	31 August 2014	Student
Sandra Hoffman	01 September 2012	31 August 2015	Staff
Richard Hosein	01 September 2013	31 August 2014	Student
Appointed by Position:			
Arvinder Bubber	03 October 2008	03 October 2014	Chancellor
Alan Davis	01 September 2012	31 August 2017	President

Senior Executives:

President & Vice-Chancellor	Dr. Alan Davis
Provost & Vice President, Academic (pro tem)	Sal Ferreras
Vice President, Finance & Administration (pro tem)	Harry Gray

Process for Submitting Expressions of Interest

You may submit an Expression of Interest in serving as a governor of *Kwantlen Polytechnic University* online by going to the Board Resourcing and Development Office website (www.gov.bc.ca/brdo) and linking to the page “How to Apply”.

Expressions of Interest for vacant positions should be submitted by *end date for posting (please discuss with BRDO)*.

If you have any questions about registering your Expression of Interest, please contact Natalya Brodie, Senior Analyst at Board Resourcing and Development Office at (604) 775-1683.

British Columbia Appointment Guidelines

Appointments to British Columbia’s public sector organizations are governed by written appointment guidelines. For more information about the appointment process, and to view a copy of the guidelines, refer to the Board Resourcing and Development Office website (www.gov.bc.ca/brdo) and link to the page “The Appointment Process”.

Board Name Kwantlen Polytechnic University

Date 5 September 2013

Competency Matrix for Governing Board

Ranking: 1= no or limited experience; 2 = moderate experience; 3 = high level experience
C = Caucasian

Name	Appointment Expiry	Renewable To	Specialized Sectoral Experience/Education	Accounting	Investment Management	Business Management	Risk Management	Real Estate	Communications	Marketing	Public Relations	Labour Relations	Human Resources	Trades Management	Legal Expertise	Financial Expertise	Public Sector: Knowledge of how government operates	Previous Leadership experience	Tourism Industry	Engineering	Governance & Board Expertise	Community Involvement	Gender	Ethnic Diversity	Geography
Kristan Ash	2015 July 31	No	BBA in Entrepreneurial Leadership, Alumni nominee	2	1	3	2	1	3	3	3	2	3	1	1	2	2	3	3	1	2	3	F	C	Surrey
Harpreet Bhatti	2014 July 31	Yes	CGA	3	2	3	1	1	2	2	3	2	2	1	1	3	2	3	2	1	3	3	F	S. Asian	Surrey
Lisa Skakun	2014 July 31	Yes 2018 July 31	Appointed, LLB, Master of Laws	1	1	2	3	1	2	2	1	1	2	1	3	2	2	2	1	1	3	2	F	C	Surrey
Launi Skinner	2014 July 31	Yes 2016 November 25	Appointed, CEO of large credit union, CGA	3	1	2	2	3	2	2	2	2	3	1	1	3	1	3			2	2	F	C	W. Vancouver/Langley
Kenneth Tung	2015 July 31	No	Appointed, IT * Business Information Systems, New Canadian Settlement/Employment Services, Community Development	2	1	3	2	1	3	3	2	2	2	1	1	1	2	3	1	1	3	3	M	Chinese	Richmond Vancouver
APPOINTEE TOTAL OUT OF POSSIBLE 15				11	6	13	10	7	12	12	11	9	12	5	7	11	9	14	7	4	13	13	1 M 4 F	3 C 1 Chinese 1 S. Asian	3 Surrey 1 W. Van/Lgly 1 Rmd/Vanc
Shane King*	2014 July 31	No	CA, Alumni nominee	3	2	3	2	2	2	2	1	2	2	2	2	3	1	2	1	1	2	2	M	C	Surrey
Gord Schoberg*	2014 July 31	No	Appointed	2	1	3	3	3	2	2	3	2	3	1	2	2	3	3	1	1	3	3	M	C	Surrey
Total Including Outgoing Board Members our of 21				16	9	19	15	12	16	16	15	13	17	8	11	16	13	19	9	6	18	18		5 c 1 Chinese 1 S. Asian	5 Surrey, 1 W. van/Lgly 1 Rmd/Vanc

*UPCOMING BOARD VACANCY

Board Name **Kwantlen Polytechnic University**

Date **5 September 2013**

Name	Appointment Expiry	Renewable To	Specialized Sectoral Experience/Education	Accounting	Investment Management	Business Management	Risk Management	Real Estate	Communications	Marketing	Public Relations	Labour Relations	Human Resources	Trades Management	Legal Expertise	Financial Expertise	Public Sector: Knowledge of how government operates	Previous Leadership experience	Tourism Industry	Engineering	Governance & Board Expertise	Community Involvement	Gender	Ethnic Diversity	Geography
Arvinder Bubber	2014 Oct 3	No	Chancellor, CA	3	2	2	1	2	2	2	2	1	2	2	2	3	2	2			3	3	M	S. Asian	N. Delta
Geoff Dean	2015 Aug 31	Yes 2018 Aug 31	Elected Faculty	1	1	2	1	1	2	2	1	2	1	2	1	2	2	2	1	2	1	2	M	C	Surrey
Alan Davis	2017 Aug 31	Yes No end date	President, PhD Chemistry	2	1	2	1	2	2	2	2	3	3	2	1	2	3	3	2	2	3	3	M	C	N. Delta
Christopher Girodat	2014 Aug 31	Yes	Elected Student	1	1	2	1	1	2	1	2	3	3	1	1	1	2	2	1	1	3	2	M	C	Surrey
Sandra Hoffman	2015 Aug 31	Yes 2018 Aug 31	Elected staff	1	1	1	1	1	2	1	2	2	1	1	1	1	2	2	1	1	2	2	F	C	Langley
Richard Hosein	2014 Aug 31	Yes	Elected student	1	1	1	1	2	2	2	2	1	2	3	1	1	3	3	1	1	2	2	M	Middle East?	Surrey
Kim Richter	2014 Aug 31	No	Elected Faculty, BA BSc, MHA Education	2+	1	3	2	2	2	2	3	2	2	1	2	2	3	2	1	1	3	3	F	C	Langley

*UPCOMING BOARD VACANCY



-
- Issue:** **School of Traditional Chinese Medicine Expression of Interest**
- For Information:** An Expression of Interest to develop a School of Traditional Chinese Medicine must be submitted to the Ministry of Advanced Education by September 13, 2013.
- The Board Finance & Audit considered the funding aspects of the proposal at its September 4, 2013 meeting and recommended it to the Board for approval.
- Please see the attached proposal.
- For Approval:** **THAT the Board of Governors approve submission of the Expression of Interest regarding a School of Traditional Chinese Medicine to the Ministry of Advanced Education.**

DRAFT



School of Traditional Chinese Medicine (TCM) Request for Expressions of Interest (EOI)

SUBMITTED BY: Kwantlen Polytechnic University

SUBMITTED TO: Lori MacKenzie
Director
Lower Mainland Branch
Ministry of Advanced Education
Tel: 250-356-0054
Email: Lori.MacKenzie@gov.bc.ca



DUE DATE: Friday, September 13, 2013

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Executive Summary

The February 12th, 2013 Government of British Columbia Speech from the Throne (pg. 21-22) commits that “government will begin work to create the environment for a school of Traditional Chinese Medicine (TCM) at a British Columbian post-secondary institution.” (http://www.leg.bc.ca/39th5th/Throne_Speech_2013.pdf)

For approximately one year, Kwantlen Polytechnic University (KPU) has been exploring the opportunity of developing a TCM program in the Faculty of Community and Health Studies (CAHS). As a polytechnic university with a mandate for diverse educational initiatives that apply theory and experiential learning, KPU feels a TCM program is a very appropriate fit for the institution and the local community it serves.

TCM is viewed as both alternative medicine which is built upon complete systems of theory and practice and as complementary medicine that practiced side-by-side Western medicine in many of China’s hospitals and clinics. Furthermore, KPU sees this as an opportunity to develop a Holistic Centre to alternative or complementary medicine that includes not only a School of TCM, but the potential of including others, such as an educational stream that deals with Ayurvedic Medicine used widely by the South Asian population. Additionally, the KPU Faculty of Science and Horticulture offers a unique internal opportunity for collaboration and interprofessional practice with potential link/growth of herbs for the herbology component of both TCM and Ayurvedic Medicine.

With approximately 1,500 TCM practitioners and 300 student registrants with the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia (CTCMA, 2010), the Faculty of CAHS feels there is a future pool of students interested in a quality TCM education program that would be provincially recognized. There is also a large group of current TCM practitioners that would likely return for a TCM *degree* completion program.

As a revenue generating program, KPU would be preparing to have one year of core pre-health education ready by September, 2014. This core year would meet half of the two (2) years of liberal arts or sciences study (30 of 60 credits) required by the CTCMA (http://www.ctcma.bc.ca/documents/two_year_university_requirement.pdf). This core pre-health year could be incorporated into other programs in the Faculty of CAHS and would be developed using new and existing KPU courses in order to make the best use of available resources.

The 2013-14 up-front investment for start-up of a School of TCM is \$2,438,600, due in large part to the initial capital costs. We are suggesting matching start-up funds from both KPU and AVED, where each would pay \$1,219,300. KPU would agree to pay their half of the funding in 2013-14 and AVED could pay their half in 2014-15.

With an active Office of International Students and Scholars to help connect us with global partners and subject matter experts, an Office of Advancement that has strong connections to the Chinese community for potential fundraising opportunities, a supportive Office of Research and Scholarship , a Faculty of CAHS that is keen to welcome another discipline into its health family, and an institution that is willing to invest in the infrastructure necessary to support a program that will be fairly expensive to operate , KPU is extremely excited, interested and up to the challenge of developing the first public School of TCM in British Columbia.

Summary Fact Sheet

If the Ministry of Advanced Education (AVED) announce that KPU is the institute of choice for development of a School of Traditional Chinese Medicine (TCM), the following is a summary of assumptions we would currently be working under:

- as stated in the EOI no funding will be forthcoming from AVEDIT; the EOI that KPU is submitting to AVED will reflecting a cost neutral position over time
- startup year is 2013/14: this would include development of a Concept paper then full Proposal
- 2013-14 up-front investment for start-up is \$2,438,600, due in large part to the initial capital costs. (APPENDIX F: TCM Program Costing; pg. 30)
- we are suggesting matching start-up funds from both KPU and AVED, where each would pay \$1,219,300. KPU would agree to pay their half of the funding in 2013-14 and AVED could pay their half in 2014-15
- 2014/15 funding decreases to \$190,625; by 2019/20 costs are revenue generating (APPENDIX F: TCM Program Costing; pg. 30)
- costing is based on ongoing administration fees of 25%; this administration fee would be a part of the students tuition (APPENDIX F: TCM Program Costing; pg. 30)
- tuition fees are set as high as believed the market will bear: (APPENDIX F: TCM Program Costing; pg. 30)
 - domestic student fees of \$300/credit
 - international student fees of \$525/credit
- the TCM program would be located in Richmond (at either the Richmond campus, or potentially a separate facility in the area). A separate building would require substantial investment from the external community
- KPU plans to partner with Beijing University of Chinese Medicine (BUCM) to deliver this program. BUCM is the only institution in China delivering TCM programming that is supported by their gov't
- College of Traditional Chinese Medicine and Acupuncturists (CTCMA) requires "successful completion of not less than two (2) years of liberal arts or sciences study (comprised of at least 60 credits) in an accredited college or chartered/approved university acceptable to the registration committee" (http://www.ctcma.bc.ca/assets/files/pdf_resources/About/2013Jun25-CTCMABylaws-WithSchedule.pdf, Pg. 21). Students:
 - could come into the program with 60 existing credits (TABLE VI: KPU-TCM Preliminary Semester Schedule; pg. 13)
 - without existing credits could take a KPU pre-health year (30 credits); this pre-health year would be developed from existing KPU courses and potentially new courses that would need to be created. The remaining 30 credits would be taken within remaining portion of the program
- CTCMA - TCM practitioner diploma program (totaling 2600 hours minimum in 4 academic years, which included 650 hours minimum of clinical instruction). The program will be a combination of the acupuncture program (A), the herbology program (B) and courses in Tui Na, Shi Liao, and Chinese rehabilitation exercises such as Tai Ji Quan and Qi Gong". (http://www.ctcma.bc.ca/assets/files/pdf_resources/About/2013Jun25-CTCMABylaws-WithSchedule.pdf, Pg. 11)
- a patient clinic is a compulsory part of a TCM program and will be a self-sustaining operation

- approximately 12 faculty positions will be required for this program. Faculty will come from BUCM and the local Vancouver TCM community to teach into this program
- no attrition has been factored into the projected student numbers (*TABLE I: KPU – TCM Student Head Count/FTE; pg. 8*)
- potential “RISKS” to KPU if we successfully attain a TCM program are listed below:

#	TCM – Potential Risk	Risk Challenge	Risk Mitigation
1.	Absence of government funding (<i>start-up/ongoing</i>)	- KPU would have a large <i>up-front</i> investment of funds (>\$2,000,000)	- budget schedule suggests that the program will generate revenue in 2016/17 and be >\$400,000 by 2019/20
2.	Availability of KPU funding for start-up	- no KPU funding = no TCM program	- given AVED has announced this in the <i>Throne Speech</i> challenge gov’t to provide at least half of the start-up funding
3.	Space challenges (<i>where will program reside?</i>)	- AVED has mentioned that it would take issue with a TCM program that required a new building to be built	- renovate space at KPU Richmond - work with KPU <i>Office of Advancement</i> to develop donor relationship with Chinese community
4.	Lack of subject matter experts (SME) re: TCM	- inability to find enough appropriate faculty to teach in the TCM program - inability to use international SME’s (<i>i.e. Beijing</i>)	- build relationship with BUCM for SME’s - build relationships with local TCM practitioners who could provide theory/clinical instruction
5.	Potential challenge to attract/retain students	- already several private institutions in Vancouver that provide TCM programs - these programs have lower tuition rates	- appropriate marketing - public sector PSE has a reputation of high quality ed. - building in a degree completion will entice students
6.	Program sustainability	- long-term will this continue to be a viable program	- need to do a more fulsome investigation in <i>Concept</i> paper - <i>pre-health</i> year can be used by other CAHS programs - integration of Ayurvedic Medicine could provide > sustainability re: complimentary medicine
7.	Current TCM programs already in Vancouver	- potential upset from programs that already exist in Vancouver due to competition	- work with Chinese community to try and encourage <i>friendly</i> relationships with private institutions - seek advice from CTCMA
8.	Safety	- patient clinic provides additional risks for KPU - delivery of herbal medication	- affiliation agreements - requirement for liability insurance

School of Traditional Chinese Medicine Request for Expressions of Interest (EOI)

1. Introduction:

For almost six months prior to the BC *Speech from the Throne* announcing a School of Traditional Chinese Medicine (TCM), Kwantlen Polytechnic University (KPU) has been exploring the opportunity of developing a TCM program in the Faculty of Community and Health Studies (CAHS). While there are several private schools in Vancouver and the province that offer TCM programming (**Appendix A**), there is not a TCM program in a British Columbia public post-secondary institution. Commencing in September, 2012, numerous consultations/meetings have occurred with key stakeholders in the TCM community, government, and other international post-secondary institutions that deliver TCM programs (**Appendix B**), to better understand the discipline and the opportunities and risks associated with TCM education. As a polytechnic university with a mandate for diverse educational initiatives that apply theory and experiential learning, KPU feels a TCM program is a very appropriate fit for their institution and Strategic Plan (**Appendix C**).

KPU has four campuses located in: 1) Cloverdale, 2) Langley, 3) Richmond and 4) Surrey (*main campus*). If KPU is the successful post-secondary institute to develop a School of TCM, it would be located in or near the Richmond campus. With convenient access to public transportation (*i.e. Canada line*) and Chinese reported as the highest ethnic population in Richmond (91,885 or 48.5%), KPU Richmond is ideally situated to offer an educational program to address the needs of its local community (**Appendix D**).

TCM originated in ancient China and has evolved over thousands of years with recorded instances dating as far back as two thousand years BC (<http://cim.ucdavis.edu/clubs/camsig/whatiscam.pdf> <http://www.acupuncturetoday.com/abc/>). Traditional Chinese Medicine consists of several disciplines – the more popular being acupuncture, tuina (*a type of therapeutic massage*) and herbology (*refer to Appendix E for definitions*). Previously unregulated, acupuncture was designated as a health profession under the Health Professions Act in April 1996.¹ About five years later, TCM was designated as a health profession under the Health Professions Act in December 2000. TCM professions are regulated by the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia (CTCMA).²

The data indicates that there were nearly 1,500 TCM practitioners in 2010 and approximately 300 student registrants with the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia (CTCMA, 2010). Over the years, the use of acupuncture has increased in British Columbia. A 2006 study shows that over two in 10 (22%) BC residents are estimated to have used acupuncture at least once in their lifetime, an increase of eight percentage points from the 1997 study results (*Fraser Institute, 2006*). The estimated proportion of the population who have accessed acupuncture services at least once in their lifetime in BC is higher than the Canadian average (17% in 2006) (*Fraser Institute, 2006*). Of those in BC who have accessed acupuncture services at least once in their lifetime, 25% had an acupuncture treatment

¹ In April 2008, British Columbia became the first Canadian province to offer acupuncture treatments as a supplementary benefit for its Medical Services Plan (MSP) premium assistance recipients.

² Ontario was the second province in Canada to regulate TCM practitioners in April 2013.

12 months prior to when the 2006 research fieldwork was conducted. Canadians who have used acupuncture typically start in their late-thirties (*average age of 38*). British Columbians who have used acupuncture treatments for the first time are on average 39 years old (*Fraser Institute, 2006*).

KPU's Faculty of CAHS would be delivering a TCM Practitioner "*diploma*" program as the entry to practice. The Practitioner designation is a combination of the acupuncture and herbology. KPU would develop this program as a *diploma exit* and continue to develop future education that would include a *degree completion* program for a Bachelor of Traditional Chinese Medicine. Both of these programs will be revenue generating.

The Faculty of CAHS is excited to consider this new diploma offering, as we look to expand our innovative and creative programming and meet the provincial needs of the population as outlined by the government. If KPU is the successful institution that is awarded the ability to provide a TCM diploma, there would be a much more fulsome and in-depth discovery conducted as we develop the *Concept paper* and full *Proposal* for KPU's own internal Senate processes.

2. Institution Contact(s):

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3. Opportunities and Risks:

a) Program alignment with the mandate and expertise of the institution:

i) **Mandate:**

Appendix B outlines "*KPU's Strategic Plan: Vision 2018*". The development of a TCM program at KPU, fulfills KPU's *Mission* of "*offering all learners opportunities to achieve success in a diverse range of programs*" and supports KPU values that include the scholarship of discovery, creativity, integration, application, and teaching; rich learner experiences; and excellence and innovation.

KPU's Strategic Plan outlines goals and strategies in three categories: 1) Quality, 2) Reputation and 3) Relevance. The specific goals that relate to the alignment of a TCM program with the mandate and expertise of KPU are:

Quality:

- Ensure that programming builds on KPU's tradition of laddering to allow students recognition for previous learning and flexible options.

Relevance:

- Implement a coordinated approach to document, expand, measure, and celebrate effective partnerships with KPU's communities.
- Undertake research to understand the needs of learners in the diverse communities KPU serves.
- Expand the distinctiveness and scope of KPU's program offerings to realize its polytechnic university mandate.
- Ensure every KPU program of study includes experiential learning that connects theory to its application.
- Support and coordinate opportunities for experiential learning, applied research, and community engagement.

Reputation:

- Expand initiatives to improve KPU's recognition and reputation in the community.
-

ii) Expertise of the Institution:

The Faculty of CAHS currently has nine (9) health programs that offer degrees, certificates or a citation, one (1) community school program*, a host of Professional Studies (PS)/Continuing Education (CE) courses offered to industry and house the British Columbia International Nurses Assessment (IEN) Centre on a year-to-year contract that is renegotiated annually.

1. Bachelor of Psychiatric Nursing (BPN) degree
2. Bachelor of Science in Nursing (BSN) degree
3. BSN – Post-Baccalaureate (BSN) degree
4. Critical Care (CC) certificate
5. Graduate Nurse Internationally Educated Re-entry (GNIE) certificate
6. Graduate Nurse Qualifying (GNQU) (*Peds, Mental Health, Obstetric*) citation
7. Graduate Nurse re-entry (GNUR) certificate
8. Health Unit Coordinator (HAUC) certificate
9. Health Care Assistant Program (HCAP) certificate
10. Special Education Teaching Assistant (SETA) certificate*
11. PS/CE
12. BC- IEN Centre

The continued success of these programs demonstrates an expertise with the various teaching modes and partnerships required for a successful TCM program. CAHS enjoys a lengthy history of practice placement partnerships, lab development and implementation at all levels of simulation, and a philosophical base focused on cultural diversity. CAHS at KPU is also known for excellence in working with Internationally-Educated Nurses, integration of Aboriginal content and pedagogy into all nursing programs, teaching/learning technology, and high fidelity simulation.

External to the Faculty of CAHS, KPU has a number of Faculties that can provide curriculum courses that are already developed in the Faculty of Horticulture and Science, the Faculty of Business, and the Faculty of Arts. This will help to reduce the costs of development and provide an interdisciplinary approach to education. KPU also sees this as an opportunity to develop a Holistic Centre to alternative or complementary medicine that includes not only a School of TCM, but the potential of including an educational stream that deals with a Ayurvedic Medicine used widely by the South Asian population in the Surrey community. The Faculty of Horticulture and Science, especially, is seen as a key component for the herbology portion of the TCM program.

b) Capacity to establish a School of TCM: (i.e. physical space, financial resources, faculty, etc...)

As described in **Table I**, we envision developing a *pre-health* year for students coming into the program without any post-secondary credits. The Faculty of CAHS plans to start with 24 students in 2014/15 and then increase the size of the cohort over the next two years. We have stipulated 40 for the highest enrollment due to ease of cohort size. Table I indicates we would ramp up from 24 to 36 to 40; we might also consider jumping from 24 to 40 because faculty FTE numbers are the same for both the 36 and 40 cohort size. The increase to 40 would also provide a cushion for potential attrition.

The Faculty of CAHS would begin the TCM *diploma exit* year in 2015/16 with 24 students; we also anticipate starting a *degree completion* program in 2015/16.

Table I:

		KPU – TCM Student Head Count/FTE					
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/20 21
PRE-HEALTH year		24	24				
			36	36			
				40	40		
					40	40	
						40	40 +
Subtotal:		24	60	76	80	80	80
DIPLOMA exit year			24				
				24			
				36	24		
				36			
				40	36		
					40		
					40	40	
						40	40
Subtotal:		-	24	60	100	116	120
DEGREE completion		24	24				
			24	24			
				24	24		
					24	24	
						24	24 36
Subtotal:		24	48	48	48	72	84
TOTAL*:		48	132	184	220	260	284

* PLEASE NOTE: there has been no student attrition built into this model

The teaching requirements of the TCM program are stipulated by the College of Traditional Chinese Medicine and Acupuncturists (CTCMA). **Table II** outlines the program hours and basic programming that is required for a TCM Practitioner program.

Table II suggests that approximately 12 faculty positions will be required for this program.

Table II:

TCM Faculty FTE requirements related to cohort numbers						
Cohort Size	Mode	Hours/ Mode	Class Size	FTE	Sections Required	Total FTE
24	16	1710	40	3.5625	1	3.5625
	20	200	6	.3333	4	1.3333
	24	240	20	.3333	2	.6666
	32	450	20	.46875	2	.9375
24	Total for Cohort = 6.4999					
36	16	1710	40	3.5625	1	3.5625
	20	200	6	.3333	6	1.9999
	24	240	20	.3333	2	.6666
	32	450	20	.46875	2	.9375
36	Total for Cohort = 7.1665					
48	16	1710	40	3.5625	2	7.125
	20	200	6	.3333	8	2.6666
	24	240	20	.3333	3	.9999
	32	450	20	.46875	3	1.40625
48	Total for Cohort = 12.1977					

- CTCMA requires an additional 60 credits of post-secondary course work
- CAHS at KPU intends to implement 2 pre-requisite semesters to provide 30 of these credits (an addition of 1.25 faculty FTE)
- The remaining 30 credits will be integrated into the TCM diploma with another additional 1.25 faculty FTE requirement

Appendix F outlines the preliminary program costs for the TCM program. As indicated, initial 2013-14 funding for start-up is \$2,438,600, due in large part to the initial capital costs (**Table III**). We are suggesting matching start-up funds from KPU and AVED where each would pay \$1,219,300. KPU would agree to pay their half of the funding in 2013-14 and AVED could pay their half in 2014-15. AVED funds could be paid in 2014/15 year because the initial year is slated to be a *pre-health* year. None-the-less, the costs for starting a School of TCM are quite high, due to the technology and health equipment required to deliver a quality program that meets the competencies and standards.

Table III:

TCM Capital Costs	
Computer Lab (24 seats - Computer, networking installation)	45,000
E Classroom	17,000
Simulation Lab Cost - camera software & computer (12 beds)	144,000
Network & Server Infrastructure	30,000
WiFi set up	5,000
Simulator & 12 Beds	55,200
Renovations and other facilities*	2,100,000
Total Capital costs	\$2,396,200

Over the next five years, we anticipate that the program would be cost neutral and generate revenue. As noted in **Appendix F**, costs in 2014/15 decrease to \$101,200 and by 2019/20 are (\$423,213). This is based on 25% administration fees, domestic student fees of \$300/credit and international student fees of \$525/credit. We feel that the market would bear these student fees, given the program offers students a quality based, provincially recognized program.

c) Addressing the needs of the institution's local community:

KPU has four campuses located in Cloverdale, Langley, Richmond and the main campus in Surrey. The majority of registered TCM practitioners are located in the following five cities (*CTCMA database*), indicating that easy access to KPU's Richmond campus via public transportation would be an appropriate place to situate a TCM program:

- Vancouver (27% of registered practitioners)
- Richmond (12%)
- Victoria (13%)
- Burnaby (10%)
- Surrey (6%)

The 2011 National Household Survey (NHS) estimated that 133,320 individuals in Richmond belonged to a visible minority group, accounting for 70.4% of its total population. In comparison, visible minorities comprised 27.3% of British Columbia's population. The largest visible minority groups living in Richmond were Chinese and South Asian. The three most frequently reported ethnic origins in Richmond, for people reporting either one or multiple ethnic origins, were Chinese, English and Canadian. This again bodes well for KPU as the university of choice for a TCM program.

d) Consultation to be undertaken with stakeholders:

Appendix B outlines the consultations to date that KPU has undertaken regarding the development of a TCM program.

The Deputy Minister, Ministry of Advanced Education (*AVED*) and the host public post-secondary institution will establish a Program Advisory Committee (*PAC*) to guide the development and implementation of the School. In consultation with *AVED*, KPU would consider inviting individuals to a *PAC* as per recommendations from the TCM community (**Appendix G**). We have also visited the Royal Melbourne Institute of Technology (*RMIT*) (*May, 2013*) and Beijing University of Chinese Medicine (*BUCM*) (*May, 2013*) (**Appendix H**). In addition, we have contacted other schools in the lower mainland to ascertain as much about costs as possible. If we are the institute of choice to deliver a TCM program, we will be working with *BUCM* to help deliver this program. We will likely use their curriculum as a framework for the KPU program, recognizing that we must closely meet the competencies and practice standards of the *CTMCA*.

e) Potential partnerships:

KPU sees a number of potential partnerships that will be introduced in the School of TCM:

- Beijing University of Chinese Medicine (BUCM) – using an outline of their curriculum; their faculty as visiting scholars and our students/faculty for practicum
- KPU – Faculty of Science and Horticulture, Arts, and Business; there would be existing courses from these Faculties woven into the program. We also see the Faculty of Science and Horticulture potentially having a substantial role working with the “herbology” portion of the TCM program
- TCM Community – i.e. Facilities, Library, IET, Teaching & Learning

f) **SWOT Analysis:**

Table IV below describes the **Strengths, Weaknesses, Opportunities and Threats** of implementing a TCM program in KPU’s Faculty of CAHS:

Table VI:

FACULTY of CAHS SWOT ANALYSIS re: TCM	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • TCM community looking for a public PSI to deliver program • preparation of highly skilled graduates • high quality instruction • applied hands-on learning experience • strong <i>simulation</i> practice for risk free learning • health programming exists in the Faculty of CAHS • Richmond campus – easy public transport • Richmond campus close to large Chinese pop. • collaboration with other CAHS/KPU programs/ Faculties 	<ul style="list-style-type: none"> • lack of government funding (<i>start-up/ongoing</i>) • availability of KPU funding for start-up • space challenges (<i>where will program reside?</i>) • lack of subject matter experts re: TCM
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • fulfill polytechnic mandate • fulfills KPU mission, mandate & values • responds to AVEDs throne speech • builds partnerships (<i>i.e. other PSI’s; Chinese community</i>) • strengthen local, provincial, national reputation • seek alternative funding sources • fundraising opportunities (<i>i.e. Foundation</i>) • promotes research • develop new programs • attract new students (<i>local, provincial, national, international</i>) • continues to promote Faculty of CAHS expertise/reputation with simulation • request half of the start-up funding from AVED for 2014/15 	<ul style="list-style-type: none"> • potential challenge to attract/retain students • program sustainability • current TCM programs already in Vancouver • funding challenges • hiring faculty with TCM expertise • safety (<i>would need to minimize the risk through Affiliation agreements, requirement for liability insurance etc..</i>)

The weaknesses and threats described in the *SWOT* analysis have been referred to as potential **Risks** in **Table V** (*next page*).

Table V:

Potential RISKS to KPU re: TCM			
#	TCM – Potential Risk	Risk Challenge	Risk Mitigation
1.	Absence of government funding (<i>start-up/ongoing</i>)	- KPU will have a large <i>up-front</i> investment of funds (>\$2,000,000)	- budget schedule suggests that the program will generate revenue in 2016/17 and by >\$400,000 by 2019/20
2.	Availability of KPU funding for start-up	- no KPU funding = no TCM program	- given AVED has announced this in the <i>Throne Speech</i> challenge gov't to provide at least half of the start-up funding
3.	Space challenges (<i>where will program reside?</i>)	- AVED has mentioned that it would take issue with a TCM program that required a new building to be built	- renovate space at KPU Richmond - work with KPU <i>Office of Advancement</i> to develop donor relationship with Chinese community
4.	Lack of subject matter experts (SME) re: TCM	- inability to find enough appropriate faculty to teach in the TCM program - inability to use international SME's (<i>i.e. Beijing</i>)	- build relationship with BUCM for SME's - build relationships with local TCM practitioners who could provide theory/clinical instruction
5.	Potential challenge to attract/retain students	- already several private institutions in Vancouver that provide TCM programs - these programs have lower tuition rates	- appropriate marketing - public sector PSE has a reputation of high quality education - building in a degree completion will entice students
6.	Program sustainability	- long-term will this continue to be a viable program	- need to do a more fulsome investigation in <i>Concept</i> paper - <i>pre-health</i> year can be used by other CAHS programs - integration of Ayurvedic Medicine, could provide > sustainability re: complimentary medicine
7.	Current TCM programs already in Vancouver	- potential upset from programs that already exist in Vancouver due to competition	- work with Chinese community to try and encourage <i>friendly</i> relationships with private institutions - seek advice from CTCMA
8.	Safety	- patient clinic provides additional risks for KPU - delivery of herbal medication	- affiliation agreements - requirement for liability insurance

4. Curriculum and Program Delivery:

The TCM program would be delivered in a format that allows for a pre-health year of core courses (30 credits). CTCMA Bylaw Section 48(1)(a.1) effective December 28, 2009 outlines that

“successful completion of not less than two (2) years of liberal arts or sciences study (comprised of at least 60 credits) in an accredited college or chartered/approved university acceptable to the registration committee”. (http://www.ctcma.bc.ca/documents/two_year_university_requirement.pdf). The remaining 30 credits of the liberal arts/science study will be delivered in the TCM semesters that encompass the diploma portion of the program. **Table VI** offers a preliminary schedule of how the diploma portion of the program would be delivered. KPU also intends to offer a degree completion for these students and *grandfather-in* current TCM practitioners who want to attain a Bachelor of TCM designation. This would likely be achieved through a combination of Prior Learning Assessment (PLA), grandfathering of practice hours and the potential of having to complete some course work to achieve a degree designation.

Table VI:

KPU – TCM Preliminary semester schedule			
2015	2016	2017	2018
Pre Year	TCM semesters		
Pre-semester 1 September (15 –credits)	Pre-semester 2 January (15 –credits)	TCM -Semester 3 - January	TCM -Semester - 6 January
	TCM -Semester 1 May	TCM -Semester - 4 May	TCM -Semester - 7 May
	TCM -Semester 2 Sept	TCM -Semester - 5 September	TCM -Semester - 8 September

Table VII indicates the program teaching requirements as prescribed by the CTCMA. Clinical practicum hours will be achieved through preceptorship/internship with current TCM practitioners. This would include a 12 bed patient clinic at KPU and an international practice placement in Beijing in semester 6 or 7. A KPU simulation laboratory and virtual simulation will also be used as an adjunct to clinical practice.

Table VII:

TCM Program Teaching Requirements			
CTCMA Hours	Description	KPU Mode	Class Size
610	Base Theory	16	40
550	Acupuncture Theory	16	40
550	Herb Theory	16	40
1710 = Total theory hours			
240	Rehabilitation Exercises and Labs	24	20
240 = Total simulation hours			
200	Clinical - Direct Supervision	20	6
200 = Total clinical with instructor hours			
450	Clinical - Practicum	32	20
450 = Total clinical practicum hours			
2,600 = TOTAL INSTRUCTIONAL HOURS			

- international semester in Beijing in Semester 6 or 7
- 30 credits of Chinese culture, Mandarin language, as well as a Business course dispersed throughout TCM Semesters 1-8
- the specific terminal and semester outcomes, curriculum, and courses for this program will be developed in consultation with our stakeholders and TCM Advisory Committee in accordance with the KPU Senate and Ministry approval processes for program development and review.

APPENDIX A

Institutions Offering TCM programs in/out of the Lower Mainland

INSTITUTIONS OFFERING PROGRAMS IN TRADITIONAL CHINESE MEDICINE

In the Lower Mainland, Burnaby-based PCU College of Holistic Medicine, the Vancouver's International College of Traditional Chinese Medicine, and Richmond-based Vancouver-Beijing College of Chinese Medicine offer comprehensive selection of TCM programs. See *exhibit 3* for additional details.

Programs Offered by Postsecondary Institutions in the Lower Mainland

PROGRAM	LENGTH	PRACTICUM/INTERNSHIPS
<i>PCU College of Holistic Medicine (Burnaby)</i>		
Tuina/Anmo	44 weeks	Practicum placements
Acupuncture	96 weeks	Supervised clinical internships
TCM Herbalist	132 weeks	Supervised clinical internships
TCM Practitioner	132 weeks	Supervised clinical internships
Doctor of TCM	44 weeks (following the TCM Practitioner program)	Supervised clinical internships
<i>International College of Traditional Medicine of Vancouver</i>		
Chinese Tui Na (certificate)	12 weeks	Practicum
Herbalist	3 years	Not specified
Acupuncturist	3 years	Not specified
Practitioner	4 years	Not specified
Doctor of TCM	5 years	Not specified
<i>Vancouver-Beijing College of Chinese Medicine (Richmond)</i>		
Not specified	Not specified	Not specified

Source: Institutional websites (accessed August 2013) and PICTIA website (accessed August 2013).

Notes: 1. All institutions listed in this exhibit are accredited by PICTIA (as of August 2013). 2. Shang Hai TCM College has a website that lists BC-based TCM programs, but the institution is not listed as being accredited on the PICTIA website.

Outside of the Lower Mainland, other PICTIA-accredited BC postsecondary institutions offering TCM programs include:

- Academy of Classical Oriental Sciences (Nelson, BC)
- Oshio College Of Acupuncture and Herbology (Victoria, BC)
- Pacific Rim College (Victoria, BC)

Programs Offered by Postsecondary Institutions outside of the Lower Mainland

PROGRAM	LENGTH	PRACTICUM/INTERNSHIPS
<i>Academy of Classical Oriental Sciences</i>		
Acupuncture	3 years	Not specified
TCM Herbalist	3 years	Not specified
TCM Practitioner	4 years	Not specified
Doctor of TCM	5 years	Not specified
<i>Oshio College of Acupuncture and Herbology</i>		
Chinese Tui Na	Not specified	Not specified
Acupuncturist	3 years	Not specified
Practitioner	4 years	Not specified
<i>Pacific Rim College (School of Acupuncture & Oriental Medicine)</i>		

Diploma of Acupuncture	3 years	Clinical observation/practice
Diploma of Acupuncture and Oriental Medicine	4 years	Clinical observation/practice
Doctor of TCM	5 years	Clinical observation/practice
Dual Diplomas of Acupuncture and Phytotherapy	5 years	Clinical practice
Dual Diplomas of Acupuncture and Holistic Nutrition	5 years	Clinical practice


Source: Institutional websites (accessed August 2013) and PICTIA website (accessed August 2013).

Notes: 1. All institutions listed in this exhibit are accredited by PICTIA (as of August 2013). 2. Pacific Rim College also offers Japanese Acupuncture Certificate program.

APPENDIX B

KPU's - TCM Consultations

DATE	INDIVIDUALS INVOLVED	CONTEXT OF MEETING
Wednesday September 26, 2012	<ul style="list-style-type: none"> • Dr. Arden Henley, Ed.D, R.C.C. Professor and Principal, Canadian Programs CityU of Seattle <i>Phone:</i> 604.689.2489 <i>Fax:</i> 604.689.0440 <i>E-mail:</i> ahenley@CityU.edu www.CityU.edu • Dr. Tru Freeman, Dean, Faculty of CAHS, KPU 	<ul style="list-style-type: none"> • initial discussion re: KPU's interest in developing a TCM program • Dr. Henley was the prior President /Registrar of the College of TCM (CTCM)
Tuesday November 20, 2012	<ul style="list-style-type: none"> • Dr. Arden Henley (<i>CityU</i>) • Gordon Lee, KPU Interim Provost/Vice-President, Academic • Dr. Tru Freeman (<i>KPU</i>) 	<ul style="list-style-type: none"> • discussions at the higher levels of KPU re: interest in TCM
Thursday January 24, 2013	<ul style="list-style-type: none"> • Dr. Tru Freeman (<i>KPU</i>) 	<ul style="list-style-type: none"> • TCM programming documented in the Faculty of CAHS DRAFT Academic Plan (version1) re: <i>"Possible long-term growth strategies"</i>
Friday February 15, 2013	<ul style="list-style-type: none"> • Lori MacKenzie Director, Lower Mainland Branch Ministry of Adv. Ed, Innovation and Technology <i>Phone:</i> 250-356-0054 <i>E-mail:</i> Lori.MacKenzie@gov.bc.ca 	<ul style="list-style-type: none"> • E-mail asking about the explicit reference to TCM in the BC Speech from the throne, September 12, 2013 (<i>pg. 21-22</i>) • <i>"An innovative health-care system must respond to the changing needs of its citizens and embrace practices beyond traditional western medicine. In the months ahead, your government will begin work to create the environment for a school of traditional Chinese medicine at a British Columbian post-secondary institution."</i>
Sunday March 24, 2013	<ul style="list-style-type: none"> • Dr. Boxu (Andy) Zhou President, BC Qualified Acupuncturists and TCM Practitioner Association (QATCMA) • Dr. Weidong Yu Past-President, QATCMA <i>Phone:</i> 604- • Dr. Tru Freeman (<i>KPU</i>) 	<ul style="list-style-type: none"> • attended the QATCMA - AGM
Tuesday May 07, 2013	<ul style="list-style-type: none"> • Dr. John Blazevic Chair, Board of College of Traditional Chinese Medicine (CTMC) <i>Phone:</i> 604-224-6692 <i>E-mail:</i> john@littlemountainclinic.com • Dr. Tru Freeman (<i>KPU</i>) • Dr. Jean Nicolson-Church, Associate Dean (AD), Faculty of CAHS 	<ul style="list-style-type: none"> • Lunch to discuss provincial TCM perspective

DATE	INDIVIDUALS INVOLVED	CONTEXT OF MEETING
<p>Tuesday May 07, 2013</p>	<ul style="list-style-type: none"> • Dr. Shawn Poppi Sabhaney President Traditional Chinese Medicine Association of BC (TCMABC) • Dr. Shannon Larson Vice-President, (TCMABC) <i>Phone: 778-233-0074</i> <i>E-mail: shannon@vancouvertcm.com</i> www.vancouvertcm.com • Dr. Philippe Souestre <i>Phone: 604-736-3963 (X 104)</i> <i>Cell: 604-764-7118</i> <i>Email: pas@neurokinetics.com</i> • Dr. Tru Freeman (KPU) • Dr. Jean Nicolson-Church (KPU) 	<ul style="list-style-type: none"> • discussion re: provincial TCM perspective
<p>May, 2013</p>	<ul style="list-style-type: none"> • Dr. Alan Davis President/CEO KPU • Stuart McIlmoyle Associate Vice-President KPU International 	<ul style="list-style-type: none"> • visited the Beijing University of Chinese Medicine (BUCM) • BUCM interested in a partnership with KPU • BUCM currently has programming in Middlesex, UK
<p>Thursday May 16, 2013</p>	<ul style="list-style-type: none"> • Dr. Tony Zhang Discipline Head, Chinese Medicine School of Health Sciences Bundoora campus Building: 202. Level: 4. Room: 56. Plenty Road PO Box 71, Bundoora VIC 3083 Australia <i>Phone: +(61-3) 9925 7758</i> <i>Fax: +(61-3) 9925 7503</i> <i>Email: tony.zhang@rmit.edu.au</i> • Dr. Chi Jing Liu JP - Executive Member of the Presidium of WFCMS - President of Pulse Manifestation of WFCMS - Secretary-General of Federation of Chinese Medicine/Acupuncture Societies of Australia Ltd P. O. BOX 526, Glen Waverley Vic. 3150 Australia <i>Phone: (61-3) 9887 9738, FAX: 61-3-98879748.</i> <i>Cell: (61-4) 1217 2173</i> <i>E-mail: www.fcma.org.au</i> • Dr. Tru Freeman (KPU) • Dr. Jean Nicolson-Church (KPU) 	<ul style="list-style-type: none"> • visited the Royal Melbourne Institute of Technology (RMIT), Australia to review their Chinese Medicine program, which has been in existence for approximately 20 years 
<p>Saturday June 8, 2013</p>	<ul style="list-style-type: none"> • Dr. Shawn Poppi Sabhaney, President, TCMABC • Dr. Boxu (Andy) Zhou, President, QATCMA • Dr. Tru Freeman and Dr. Jean Nicolson-Church attend the signing at the Dr. Sun Yat-Sen Gardens, 578 Carral Street, Vancouver, BC 	<ul style="list-style-type: none"> • two major TCM Associations merge into the Association of Traditional Chinese Medicine and Acupuncture (ATCMA) • the regulatory body - College of TCM and Acupuncture (CTCMA) and regulatory body of TCM in BC endorses the merger

DATE	INDIVIDUALS INVOLVED	CONTEXT OF MEETING
Thursday June 27, 2013	<ul style="list-style-type: none"> • Lori McKenzie (AVED) • Tony Loughran, Executive Director Lower Mainland Branch Ministry of Advanced Education <i>Phone:</i> 250 387-8871 <i>Email:</i> Tony.Loughran@gov.bc.ca • Gordon Lee (KPU) • Dr. Tru Freeman (KPU) 	<ul style="list-style-type: none"> • discussion at AVED offices (Victoria) re: TCM as outlined in the BC Speech to the Throne and letter of welcome to new Deputy Minister, AVED
Monday July 22, 2013	<ul style="list-style-type: none"> • Honorable Alice Wong, PC, MP 360-5951 No. 3 Road Richmond, BC V6X 2E3 <i>Phone:</i> 604-775-5790 <i>E-mail:</i> alice.wong.c1@parl.gc.ca • Dr. Alan Davis President/CEO (KPU) • Stuart McIlmoyle (KPU) • Jeff Norris, Vice-President, Office of Advancement (KPU) • Gordon Lee (KPU) • Dr. Tru Freeman (KPU) 	<ul style="list-style-type: none"> • dinner to discuss potential support if KPU was given the go-ahead to provide TCM programming
Tuesday July 23, 2013	<ul style="list-style-type: none"> • Xue Huanbai Consul Consulate General of the PRC of Vancouver 2215 Eddingnon Drive Vancouver, BC, V6L 2E6 <i>Phone:</i> 604-739-8711 <i>E-mail:</i> huanbai@chinaeduvan.org <ul style="list-style-type: none"> • Du Jian Vice-Consul Consulate General of PRC of Vancouver <i>Phone:</i> 604-732-6723 <i>E-mail:</i> dujian@chinaeduvan.org • Stuart McIlmoyle (KPU) • Dr. Diane Salter Menzo Associate Vice- President Teaching & Learning (KPU) • Dr. Tru Freeman (KPU) 	<ul style="list-style-type: none"> • lunch to discuss support of TCM program at KPU
Friday August 23, 2013	<ul style="list-style-type: none"> • Dr. Mary Watterson President/Registrar College of Traditional Chinese Medicine Practitioners and Acupuncturists of BC 1664 West 8th Ave Vancouver BC V6J 1V4 <i>Phone:</i> 604-738-7100 <i>E-mail:</i> registrar@ctcma.bc.ca • Dr. Arden Henley (CityU) • Dr. Jean Nicolson-Church (KPU) • Dr. Tru Freeman (KPU) 	<ul style="list-style-type: none"> • meeting to discuss the competencies required for a TCM diploma • initial discuss re: a DRAFT high level description of a TCM program structure and delivery method, including how clinical education would be undertaken

APPENDIX C

KPU Strategic Plan: Vision 2018

<http://www.kwantlen.ca/president/strategicplanning.html>

Mission:

KPU offers all learners opportunities to achieve success in a diverse range of programs that blend the theory and practice, critical understanding, and social and ethical awareness necessary for good citizenship and rewarding careers.

Vision 2018:

In 2018, KPU is Canada's leading polytechnic university, with inspiring educators, all learners engaging in campus and community life, open and creative learning environments, relevant scholarship and research, and authentic external and internal relationships.

KPU Values:

- Synergistic community relationships
- Supportive and collaborative learning and working environments
- Scholarship of discovery, creativity, integration, application, and teaching
- Rich learner experiences and a vibrant campus life
- Responsible stewardship of resources
- Multiple ways of knowing
- Excellence and innovation
- Diversity and inclusion
- Continuous personal and professional enrichment
- Access and flexibility
- Academic freedom

Goals and Strategies:

QUALITY

1. All KPU graduates are prepared for global citizenship and rewarding careers.
 - a) Embed learning outcomes that prepare students for global citizenship and rewarding careers within the University's Academic Plan.
 - b) Enhance internationalization at KPU to allow learners and educators to develop a better understanding of the global challenges facing society.
 - c) Integrate sustainability into the core curriculum across disciplines.

2. KPU is a well-managed, integrated, and transparent organization that supports learning.

- a) Implement an integrated system that aligns institutional plans, allows for strategic allocation of resources, and facilitates the articulation of, and reporting on, annual goals and priorities.
- a) Institutionalize effective quality assurance processes that allow for regular review of all areas of the University.
- c) Review and adjust KPU's procedures to ensure efficiency and effectiveness.
- d) Broaden the modes and increase the frequency of communication within the university community in order to enhance transparency, decision-making, collaboration, and relationship building among departments.
- e) Implement initiatives that will attract, support, engage, and retain KPU's people and create an environment where all employees see themselves as contributing to student learning.
- f) Continue to enhance environmental sustainability efforts on campus.
- g) Create an inclusive and safe learning environment for everyone at KPU.

3. Learner engagement and retention at KPU show continuous improvement.

- a) Assess, select, implement, and celebrate learning methodologies and educational delivery options that provide learners with the support within and beyond the classroom to succeed academically, personally, socially, and professionally.
- b) Develop and implement retention strategies that identify groups of students at risk, set retention targets, and enhance student success.
- c) Ensure that KPU's physical and virtual learning spaces and other infrastructure are able to accommodate curricular innovation and changing educational practices, and create vibrant campuses.
- d) Improve the student experience in first year and beyond based on the recommendations arising from the 2011/12 internal study (Foundations of Excellence).
- e) Ensure that programming builds on KPU's tradition of laddering to allow students recognition for previous learning and flexible options.

RELEVANCE

1. The impact of KPU's community engagement has doubled by 2018.

- 5 Implement a coordinated approach to document, expand, measure, and celebrate effective partnerships with KPU's communities.

- b) Establish KPU as a place where the community gathers for informed discussions on relevant topics.
- c) Establish KPU as a key partner in regional economic development.
- d) Create distinct campus identities within the unifying institutional vision.
- e) Cultivate KPU's relationship with its alumni in order to celebrate their accomplishments, respond to their life long educational needs, and support their role as KPU ambassadors in the community.
- f) Partner with Aboriginal communities to develop appropriate educational pathways and programs to facilitate Aboriginal learner success.

2. KPU's operations support purposeful and supportable learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population.

- a) Expand initiatives to increase operating and capital funding from government and other external sources.
- b) Undertake research to understand the needs of learners in the diverse communities KPU serves.
- c) Create financially viable professional development, degree completion, post-baccalaureate, and graduate programs.
- d) Expand the distinctiveness and scope of KPU's program offerings to realize its polytechnic university mandate.
- e) Develop a comprehensive strategic enrolment management plan directed towards traditional and non-traditional, domestic and international learners to support strategic growth.

3. Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.

- a) Ensure every KPU program of study includes experiential learning that connects theory to its application.
- b) Support and coordinate opportunities for experiential learning, applied research, and community engagement.

REPUTATION

1. KPU is widely recognized for its teaching and its scholarship.

- a) Develop and implement a plan for teaching and learning, including the role of instructional technologies that will extend and enrich the learning environment within and across disciplines.
- b) Develop and implement a comprehensive plan that engages KPU in research and scholarship.

c) Promulgate and celebrate KPU's achievements in teaching, learning and scholarship.

2. KPU's unique identity is clearly articulated and well understood across the University and beyond.

a) Ensure that KPU's unique role in higher education, pride in its important endeavors, and the success of its students are all reflected in its publications and communications, internal and external.

b) **Expand initiatives to improve KPU's recognition and reputation in the community.**

3. KPU is the foremost provider of continuing and professional education in its region.

a) Establish the necessary infrastructure to effectively expand continuing and professional education in response to the changing needs of business, industry and individual adults in KPU's region.

APPENDIX D

Immigration and Ethnocultural Diversity

<http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/fogs-spg/Pages/FOG.cfm?lang=E&level=3&GeoCode=933>

Table 1: Immigrants by non-official languages spoken most often at home, Richmond (City)

	Richmond (City)			British Columbia		
	Count	%	Rank	Count	%	Rank
Cantonese	26,620	23.6	1	101,495	8.5	2
Mandarin	17,105	15.2	2	74,110	6.2	3
Chinese	16,865	14.9	3	73,380	6.2	4

Table 2: Most frequently reported ethnic origins, Richmond (City)

	Richmond (City)			British Columbia		
	Count	%	Rank	Count	%	Rank
Chinese	91,885	48.5	1	464,805	10.7	6
English	20,790	11.0	2	1,199,955	27.7	1
Canadian	15,060	8.0	3	826,340	19.1	3


APPENDIX E


Definitions

These definitions were quoted directly from *Acupuncture Today; The Acupuncture and Oriental Medicine News Series*.
<http://www.acupuncturetoday.com/abc/>

#	TERMINOLOGY	DEFINITION
1.	Acupressure	<p>Acupressure is an ancient art of healing believed by some people to be even older than acupuncture. It involves the use of the fingers (and in some cases, the toes) to press key points on the surface of the skin to stimulate the body's natural ability to heal itself. Pressing on these points relieves muscle tension, which promotes the circulation of blood and <i>qi</i> to aid in the healing process.</p> <p>http://www.acupuncturetoday.com/abc/acupressure.php</p>
2.	Acupuncture	<p>Several theories have been presented as to exactly how acupuncture works. One theory suggests that pain impulses are blocked from reaching the spinal cord or brain at various "gates" to these areas. Another theory suggests that acupuncture stimulates the body to produce narcotic-like substances called endorphins, which reduce pain.</p> <p>TCM hold that there are as many as 2,000 acupuncture points on the human body, which are connected by 20 pathways (12 main, 8 secondary) called meridians. These meridians conduct energy, or <i>qi</i> (pronounced "chi"), between the surface of the body and its internal organs. Each point has a different effect on the <i>qi</i> that passes through it</p> <p>http://www.acupuncturetoday.com/abc/acupuncture.php</p>
3.	Alternative Medicine	<p>Used in place of conventional medicine. An example of an alternative therapy is using a special diet to treat cancer instead of undergoing surgery, radiation, or chemotherapy that has been recommended by a conventional doctor.</p> <p>Alternative medical systems are built upon complete systems of theory and practice. Often, these systems have evolved apart from and earlier than the conventional medical approach. Examples of alternative medical systems that have developed in Western cultures include homeopathic medicine and naturopathic medicine. Examples of systems that have developed in non-Western cultures include traditional Chinese medicine and Ayurveda.</p> <p>http://cim.ucdavis.edu/clubs/camsig/whaticam.pdf</p>
4.	Asian Bodywork Therapy	<p>Asian bodywork therapy (ABT) is a term used to describe a wide range of manual (and sometimes mechanical) treatments to the human body. As with most forms of Asian healing, Asian bodywork therapy treats not just the body, but a person's mind and spirit, and helps one achieve optimal health on a variety of levels.</p> <p>All forms of ABT involve touching to some degree. Some forms are more comprehensive than others. Some therapies involve only light touching on various pressure points or regions of the body; others may involve specific motions along specific parts of the body at specific times, and may include the use of herbs, applications of cold and heat, and stretching.</p> <p>http://www.acupuncturetoday.com/abc/abt.php</p>
5.	Ayurveda/ Ayurvedic Medicine	<p>A alternative medical system that has been practiced primarily in the Indian subcontinent for 5,000 years. Ayurveda includes diet and herbal remedies and emphasizes the use of body, mind, and spirit in disease prevention and treatment.</p> <p>http://cim.ucdavis.edu/clubs/camsig/whaticam.pdf</p>
6.	Chi gong (<i>qigong</i>)	<p>A practice of aligning breath, movement, and awareness for exercise, healing, and meditation. With roots in Chinese medicine, martial arts, and philosophy, <i>qigong</i> is traditionally viewed as a practice to cultivate and balance <i>qi</i> (<i>chi</i>) or what has been</p>

		<p>translated as "intrinsic life energy". Typically a qigong practice involves rhythmic breathing coordinated with slow stylized repetition of fluid movement, a calm mindful state, and visualization of guiding qi through the body. Qigong is now practiced throughout China and worldwide, and is considered by some to be exercise, and by others to be a type of alternative medicine or meditative practice. From a philosophical perspective qigong is believed to help develop human potential, allow access to higher realms of awareness, and awaken one's <i>true nature</i>.</p> <p>http://en.wikipedia.org/wiki/Qigong</p>
7.	Complementary Medicine	<p>Used together with conventional medicine. An example of a complementary therapy is using aromatherapy to help lessen a patient's discomfort following surgery.</p> <p>http://cim.ucdavis.edu/clubs/camsig/whatiscam.pdf</p>
8.	Complementary and Alternative Medicine (CAM)	<p>A large and diverse set of systems of diagnosis, treatment, and prevention based on philosophies and techniques other than those used in conventional Western medicine, often derived from traditions of medical practice used in other (non-Western) cultures. Such practices may be described as alternative or complementary, that is, used in addition to conventional Western practice. CAM is characterized by its focus on the whole person as a unique individual, on the energy of the body and its influence on health and disease, on the healing power of nature and the mobilization of the body's own resources to heal itself, and on the treatment of the underlying causes, rather than symptoms, of disease. Many of the techniques used are the subject of controversy and have not been validated by controlled studies.</p> <p>http://medical-dictionary.thefreedictionary.com/complementary+and+alternative+medicine</p>
9.	Cupping	<p>Cupping is one of the oldest methods of TCM. Glass cups are warmed using a cotton ball or other flammable substance, which is soaked in alcohol, let, then placed inside the cup. Burning a substance inside the cup removes all the oxygen, which creates a vacuum.</p> <p>As the substance burns, the cup is turned upside-down so that the practitioner can place the cup over a specific area. The vacuum created by the lack of oxygen anchors the cup to the skin and pulls it upward on the inside of the glass as the air inside the jar cools. Drawing up the skin is believed to open up the skin's pores, which helps to stimulate the flow of blood, balances and realigns the flow of <i>qi</i>, breaks up obstructions, and creates an avenue for toxins to be drawn out of the body. Depending on the condition being treated, the cups will be left in place from 5 to 10 minutes. Several cups may be placed on a patient's body at the same time.</p> <p>http://www.acupuncturetoday.com/abc/cupping.php</p>
10.	Electro-acupuncture	<p>Electroacupuncture is an acupuncture technique that, comparatively speaking, has only recently come into use. Some scholars believe electroacupuncture was first used by physicians in France and Italy as far back as the early 1800s. Others attribute its discovery to Japanese scientists in the 1940s who were interested in making bone fractures heal more quickly. Still others claim that electroacupuncture wasn't really developed until 1958, when acupuncturists in China began experimenting with it as a form of pain relief. Whatever the case, electroacupuncture is an increasingly popular form of treatment, and is used by practitioners of TCM for a wide array of conditions.</p> <p>http://www.acupuncturetoday.com/abc/electroacupuncture.php</p>
11.	Five Element Theory	<p>Five Element theory is one of the major systems of thought within TCM. Also referred to as the "five phase" theory by some practitioners, Five Element theory has been used for more than 2,000 years as a method of diagnosis and treatment. The Five Elements are: 1) wood, 2) fire, 3) earth, 4) metal and 5) water. While it is an important component of TCM, today Five Element theory is not used by every acupuncturist and doctor of Oriental medicine; rather, it is employed to a certain degree, depending on the practitioner's training and education, and the style of acupuncture that he or she</p>

		<p>practices.</p> <p>Essentially, Five Element theory is used to help explain the cause of particular diseases, and to associate signs or symptoms to particular organs and afflictions. In the context of “phases,” Five Element theory helps to explain the processes that are occurring the body throughout various stages of disease and healing. This is particularly useful in explaining the processes that take place during the generating and controlling cycles mentioned in Five Element theory.</p> <p>http://www.acupuncturetoday.com/abc/fiveelementtheory.php</p>
12	Herbology/ Herbologist	<p>This instructional program class comprises any program that prepares individuals for the independent professional practice of Chinese herbal medicine, a system based on the use of nutrition, natural products, and prescribed medical formulae to treat imbalances in the state of bodily health. These programs include courses in the basic Western medical sciences, history and theory of Chinese medicine, Chinese medical anatomy and physiology, Chinese herbology, herbal prescription preparation, herbal patent medicine, herbal pharmacology, Chinese internal medicine and gynecology, febrile diseases, food therapy, practice management, and professional standards and ethics.</p> <p>http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVDDetail&db=imdb&dis=2&adm=8&TVD=139116&CVD=139119&CPV=51.3302&CST=01012011&MLV=4&CLV=3&CHVD=139120</p>
13.	Moxibustion	<p>Moxibustion is a TCM technique that involves the burning of mugwort, a small, spongy herb, to facilitate healing. Moxibustion has been used throughout Asia for thousands of years; in fact, the actual Chinese character for acupuncture, translated literally, means "acupuncture-moxibustion." The purpose of moxibustion, as with most forms of traditional Chinese medicine, is to strengthen the blood, stimulate the flow of <i>qi</i>, and maintain general health.</p> <p>There are two types of moxibustion: direct and indirect. In direct moxibustion, a small, cone-shaped amount of moxa is placed on top of an acupuncture point and burned. This type of moxibustion is further categorized into two types: scarring and non-scarring. With scarring moxibustion, the moxa is placed on a point, ignited, and allowed to remain onto the point until it burns out completely. This may lead to localized scarring, blisters and scarring after healing. With non-scarring moxibustion, the moxa is placed on the point and lit, but is extinguished or removed before it burns the skin. The patient will experience a pleasant heating sensation that penetrates deep into the skin, but should not experience any pain, blistering or scarring unless the moxa is left in place for too long.</p> <p>Indirect moxibustion is currently the more popular form of care because there is a much lower risk of pain or burning. In indirect moxibustion, a practitioner lights one end of a moxa stick, roughly the shape and size of a cigar, and holds it close to the area being treated for several minutes until the area turns red. Another form of indirect moxibustion uses both acupuncture needles and moxa. A needle is inserted into an acupoint and retained. The tip of the needle is then wrapped in moxa and ignited, generating heat to the point and the surrounding area. After the desired effect is achieved, the moxa is extinguished and the needle(s) removed</p>  <p>http://www.acupuncturetoday.com/abc/moxibustion.php</p>
14.	NADA Protocol	<p>NADA – which is Spanish for “nothing” – is also the acronym for the National Acupuncture Detoxification Association. NADA was founded in 1985 by Dr. Smith and others who were interested in promoting the integration of the protocol in the treatment of addiction. Dr. Smith, a medical doctor at Lincoln Hospital in the South Bronx area of New York, modified an existing system of auricular acupuncture into a</p>

		<p>simple technique for the treatment of many common drug addictions as an alternative to methadone</p> <p>The original NADA protocol consisted of electrical stimulation on the Lung point of a patient's ear. It was soon discovered, however, that manual needling of the same point produced a more prolonged effect than that produced by electric stimulation. Gradually, the protocol was expanded by adding <i>Shen Men</i>, a well-known ear point that produces a sensation of relaxation. Over the next few years, other points were added based on pain resistance, sensitivity, and other clinical factors. The NADA protocol as it exists today consists of the insertion of small, stainless-steel, disposable acupuncture needles into five points on the outer surface of a person's ear. The points used in the NADA protocol are Sympathetic, <i>Shen Men</i>, Kidney, Liver, and Lung.</p>  <p>http://www.acupuncturetoday.com/abc/nadaprotocol.php</p>
15.	Pulse Diagnosis	<p>Along with inspecting (conducting a general observation of the patient), auscultation and olfaction (i.e., listening and smelling), and questioning (obtaining information about a patient's medical history and symptoms), pulse diagnosis is considered an essential part of the practice of TCM. It has been practiced in both China and Japan for centuries, and while it is difficult to master and considered somewhat subjective by physicians in the West, it remains an important diagnostic tool by both TCM practitioners and patients.</p> <p>In TCM, pulse diagnosis is used to check a variety of functions. Primary among these are the condition of the patient's blood and <i>qi</i>, an invisible type of life force or energy that travels through the body's acupuncture meridians. Using pulse diagnosis, an acupuncturist can determine areas of the body that may have disruptions or blockages of <i>qi</i>, and may also be able to determine the condition of certain internal organs. Over time, a variety of locations have been used in the process of pulse diagnosis. Originally, pulses were felt at nine locations, three on the head, three on the hands, and three on the legs. Some practitioners still examine the pulse at these locations, along with other pressure points along the body.</p> <p>In modern times, however, the majority of practitioners perform a simplified version of pulse diagnosis. This simplified version focuses on the radial artery above the wrist, examining three finger positions (<i>cun</i>, <i>guan</i> and <i>chi</i>), and felt at three depths (superficial, intermediate and deep). Both wrists are palpated, one wrist at a time. The results of these readings are used to categorize a patient's pulse.</p> <p>http://www.acupuncturetoday.com/abc/pulsediagnosis.php</p>
16.	Qi, Jing and Shen	<p>TCM holds that the body is an interconnected system of channels and pathways, a self-contained system that relies on various factors to maintain a state of balance and harmony. Among these factors are the Vital Substances, which travel through the body's pathways to help the body maintain its health state.</p> <p>The Vital Substances are:</p> <p>Qi. Pronounced "<i>chi</i>," this substance is a vital force or energy believed to control the workings of the human mind and body. As such, it plays an important role in TCM. It warms the body and protects it from illness.</p> <p><i>Qi</i> is derived from two main sources: the air we breathe and the food we eat. <i>Qi</i> is believed to flow through the body via channels, or meridians, that correspond to particular organs or organ systems. Each organ, in turn, has its own characteristic <i>qi</i> (e.g., liver <i>qi</i>, kidney <i>qi</i>, and so on).</p> <p>Occasionally, <i>qi</i> may become imbalanced due to depletion or obstruction. When this</p>

		<p>occurs, the function of organs or organ systems may be adversely affected, because of the body's inability to transport or produce the <i>qi</i> necessary to fight illness or infection.</p> <p>Body Fluids. Also known as jin ye, body fluids are the liquids that protect, nourish and lubricate the body. These fluids include sweat, tears, saliva, stomach acid, mucus, semen, breast milk, and other bodily secretions. In TCM theory, the <i>jin</i> are the lighter, purer fluids, which moisten and nourish the skin and muscles. The <i>ye</i>, on the other hand, are the darker, denser fluids; they nourish the internal organs, brain, bones and body orifices.</p> <p>The body fluids and blood are closely aligned. They have the same source, replenish and nourish each other. The body fluids are also closely connected with <i>qi</i>. A loss of body fluids may result in a <i>qi</i> deficiency, while a depletion of <i>qi</i> may cause an unwanted dispersal of body fluids.</p> <p>Blood. Blood, or xue (pronounced "shway"), is perhaps the most important liquid in the body. TCM principles hold that blood is the foundational element for the formation of bones, nerves, skin, muscles and organs. It nourishes the body, moistens body tissues and ensures that they do not dry out. Blood also contains the <i>Shen</i>, or spirit, which balances the psyche. Blood and <i>qi</i> perform many of the same functions, yet are interdependent.</p> <p>Jing. <i>Jing</i>, or essence, is the substance responsible for reproduction and regeneration. It is believed to be derived from two sources: the energy inherited from one's parents and the energy a person acquires in his or her daily life (chiefly from air, food and water). <i>Jing</i> regulates the body's growth and development, and works with <i>qi</i> to help protect the body from harmful external factors.</p> <p><i>Jing</i> and <i>qi</i> have a close relationship. In TCM, they are believed to form the foundation for the <i>shen</i>, or spirit.</p> <p>http://www.acupuncturetoday.com/abc/qijingshen.php</p>
17.	Qigong	<p>The word "<i>qi</i>" in Chinese means "energy." According to traditional Chinese philosophy, <i>qi</i> is a form of fundamental life energy that is found throughout the universe and is responsible for health and vitality. "<i>Gong</i>," meanwhile, means "skill." <i>Qigong</i> (the skill of attracting energy) is an ancient system of healing that combines postures, exercises (also known as "movements"), breathing techniques and meditation to improve and enhance the body's supply of <i>qi</i>, and to increase one's sense of well-being.</p> <p>http://www.acupuncturetoday.com/abc/qigong.php</p>
18.	Reiki	<p>Reiki is an ancient Japanese form of healing using light touch and hand positions. The word reiki comes from two Japanese words - <i>rei</i>, meaning higher power or universal force, and <i>ki</i>, meaning life energy. Loosely translated, reiki means universal or spiritually-guided life-force energy.</p> <p>http://www.acupuncturetoday.com/abc/reiki.php</p>
19.	Shiatsu	<p>Shiatsu is a Japanese form of massage therapy quite similar to acupressure; in fact, the word shiatsu literally means "finger pressure." As with acupressure, the concepts of shiatsu hold that it can promote health and facilitate healing by correcting energy imbalances in the body. These imbalances are corrected by applying pressure to specific points along channels in the body known as meridians.</p> <p>Shiatsu is usually delivered with the thumbs. However, some practitioners will use their fingers, palms, elbows — and even feet — to achieve the desired effect. Typically, a shiatsu practitioner will apply pressure not just to a few points on the body. The goal here is twofold: to release energy (<i>qi</i> in Chinese, <i>ki</i> in Japanese) in areas where it may be blocked or stagnating, and to bring energy back to areas that are depleted. In addition to applying pressure, shiatsu practitioners may manipulate the soft tissue over and around meridians, and perform passive and active stretching exercises as part of</p>

		<p>treatment.</p> <p>http://www.acupuncturetoday.com/abc/shiatsu.php</p>
20.	Tai Chi	<p><i>Tai chi</i> is arguably the most popular form of exercise in the world. It is actually an ancient martial art that combines breathing techniques, meditation and body movements, performed in slow-motion. Although first taught as a form of self-defense, <i>tai chi</i> is now practiced by tens of millions of people daily as a means of reducing stress, promoting balance and flexibility, and enhancing well-being.</p> <p>http://www.acupuncturetoday.com/abc/taichi.php</p>
21.	Tuina	<p><i>Tuina</i> (pronounced "twee nah") is a form of Oriental bodywork that has been used in China for centuries. A combination of massage, acupressure and other forms of body manipulation, <i>tuina</i> works by applying pressure to acupoints, meridians and groups of muscles or nerves to remove blockages that prevent the free flow of <i>qi</i>. Removing these blockages restores the balance of <i>qi</i> in the body, leading to improved health and vitality.</p> <p>http://www.acupuncturetoday.com/abc/tuina.php</p>
22.	Yin and Yang Theory	<p>The theory of yin and yang is the most fundamental concept of TCM. One of the major beliefs of TCM is that all things in the universe are either yin or yang. However, there are no absolutes: nothing is ever all yin or all yang, but a balance between the two forces. For example, when day changes into night, it is an example of a yang object changing into a yin object; when winter turns into spring; it is considered a changing from yin to yang.</p> <p>These forces are opposite and yet complementary, and share an interdependent relationship without yin, there would be no yang, and without yang, no yin.</p> <p>Yang is generally associated with items or concepts that are bright, warm, and in motion. Yin is generally associated with objects or ideas that are dark, still and cold. Any given frame of reference can be divided into opposite factors, i.e. a yin side and a yang side. For instance, a human body can be divided into exterior and interior sections; the temperature can be divided into hot or cold; time can be divided into day or night; animals can be divided into hot-blooded or cold-blooded, and so on.</p> <p>http://www.acupuncturetoday.com/abc/yinyang.php</p>

These definitions were "cut and pasted" from several internet sources as indicated.

Appendix F TM Program Costing



PLEASE NOTE: this costing would likely not be included in the EOI that we send to AVEDIT. A paragraph summary of how we might deal with funding will be included; we would work on the wording for that summary with KPU's Finance Department. This summary is for the benefit of the Board Finance Committee.

TCM Program Costing

Using the tabs at the bottom of the workbook, please complete a worksheet for each initiative.

Initiative:	Expected Scenario						
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
	Start up Year						
i) Expected Costs:							
Salary and benefits costs:							
Faculty FTE Required (Jean's T	PreHealth Year	1.25	3.13	4.38	5.00	5.00	
	Program Yr 1		2.17	2.39	4.07	4.07	
	Program Yr 2			2.17	2.39	4.07	
	Program Yr 3				2.17	2.39	
		-	1.25	5.30	8.94	13.63	15.53
Faculty (1.0 FTE=\$88,300)		0	\$ 110,400	\$ 467,500	\$ 789,000	\$ 1,203,500	\$ 1,371,300
Teaching Releases	Program Coordination 25%	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200
	Curriculum Coordination 25%	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200
	Admissions & Progressions 25%	0	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200
	Simulation (High Fidelity) 25%	0	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200	\$ 21,200
Staff							
	Program Assistant 33% at grade 9		14,900	14,900	14,900	14,900	14,900
	Placement Advisor 33% @ grade 44		18,400	18,400	18,400	18,400	18,400
	Simulation Technician 10% at grade 11		3,800	3,800	3,800	3,800	3,800
	Lab Instructor TCM 100% at grade 44		55,800	55,800	55,800	55,800	55,800
	Benefits (estimated average rate of 24%)		41,800	154,800	232,000	331,500	371,800
Total Salary and benefits costs		42,400	215,800	800,000	1,198,700	1,712,700	1,920,800
Non-salary costs:							
	Facility Operational Cost (2% contractual increases)		109,900	112,200	114,400	116,700	119,000
	Information and Education Technology (internet) (2% contractual increases)		3,600	3,700	3,800	3,900	4,000
	Library Resources						
	Other costs (Professional Devl, Supplies, Travel etc)		28,400	33,200	35,800	38,306	40,987
Total Non-salary Costs		-	141,900	149,100	154,000	158,906	163,987
Administration Costs							
	Administration Fees (25%)		89,425	237,275	338,175	467,902	521,197
Total Salary, Benefits & Non Salary Costs		42,400	447,125	1,186,375	1,690,875	2,339,508	2,605,984
Capital costs:							
	Computer Lab (24 seats - Computer, networking installation)	45,000					
	E Classroom	17,000					
	Simulation Lab Cost - camera software & computer (12 beds)	144,000					
	Network & Server Infrastructure	30,000					
	WiFi set up	5,000					
	Simulator & 12 Beds	55,200					
	Renovations and other facilities*	2,100,000					
Total Capital costs		2,396,200	-	-	-	-	-
Total Costs	(i)	2,438,600	447,125	1,186,375	1,690,875	2,339,508	2,605,984
ii) Expected Revenues or funding sources							
	Tuition revenue (course enrollments and tuition fees)						
	Domestic (75%)	\$300/credit	162,000	621,000	1,053,000	1,440,000	1,584,000
	International (25%)	\$525/credit	94,500	362,250	645,750	945,000	1,071,000
	External grants, partnerships, fees						
	Other						
	Re-allocation of resources (please indicate source)						
Total Revenue or Funding Sources	(ii)	-	256,500	983,250	1,698,750	2,385,000	2,655,000
FUNDING REQUIRED	(iii)=(i)-(ii)	2,438,600	190,625	203,125	(7,875)	(45,493)	(49,016)
Matching funds split by KPU and AVED		\$1,213,300					

iii) Requested Operating Fund allocation (please include all applicable):						
New ongoing budget allocation						
One-time only budget allocation						
FUNDING REQUESTED	(iv)	-	-	-		
Difference (must equal \$0)	(iii) - (iv)	\$ 190,625	\$ 203,125	\$ (7,875)	\$ (45,493)	\$ (49,016)

**All renovations and other costs should be reviewed by Facilities*

Assumptions / Comments (please provide details):

Additional Information:

1. Administrative costs to be 20% of Direct costs
2. Allow for 20% contingency for IET Capital
3. 2% contractual increases
4. 3 year program with Pre health year
5. Estimated Faculty FTE for cohort size 24=2.17; 36=2.39; 48=4.07

APPENDIX G

Potential TCM Program Advisory Committee Representatives

TCM Program Advisory Committee Representatives		
#	Contact	E-mail
1.	Dr. Vincent Yu	dr.vincent_yu@hotmail.com
2.	Dr. Fei Che	feiche_007@yahoo.com
3.	Dr. Lorn Brown	brown.lorne@gmail.com
4.	Dr. John Stan	JStan@easterncurrents.ca
5.	Dr. Michael Chong	drmichaelchung@gmail.com
6.	Dr. Weijia Tan	weijiatan@hotmail.com
7.	Dr. Xiaochuan Pan, "Dr. Pan"	panclinic@hotmail.com
8.	Dr. Jeffrey Liu	jeffreylu80@yahoo.ca
9.	Joyce Murray	joyce.murray.c1@parl.gc.ca
10.	Richard Lee	richardmlee@gmail.com
11.	Bill Hardman	hardman.wellness@telus.net
12.	Mason Loh	mason@lohandco.com
13.	Dr. Weidong Yu	wellspring2828@gmail.com
14.	Dr. Mary Watterson	registrar@ctcma.bc.ca
15.	Jenny Hu	jennywjhu@shaw.ca
16.	Jeffrey Xiaoning Liu	
17.	Dr. Brad Matthews	drbradmatthews@hotmail.com
18.	Lingzhen Jane Hua	Janehua82@yahoo.ca
19.	Hannah Shen	
20.	Weijia Tan	
21.	Dr. Arden Henley	ahenley@cityu.ca

APPENDIX H

Review of Other TCM Programs

1. Royal Melbourne Institute of Technology (RMIT):

1. *Student numbers:* 40-50 students/year; changes based on the government funding model (*they have a government election this Sept.*)
2. *Tuition:* depends on the funding sources students receive
 - local students ≈ \$8,000 per year
 - international students ≈ \$28,000 per year
1. *Clinic:* 40 rooms that 3 disciplines share; currently building another clinic
 - ≈ 3*4=12 square meters each room
 - A \$30 plus cost of herbs. RMIT uses the income projection to calculate funding etc. I can't estimate the actual details
2. *Simulation:* not used in their current curriculum but will be in the future
3. *Class ratios:*
 - 1:6 ratio for clinical supervised class and 1:8 for general practical class
 - size of theory class is for the whole class
 - No. of clinical hours will need to follow the relevant registration/course accreditation

2. PCU College of Holistic Medicine: (*information included in PCU proposal for degree*)

1. *Student body/year:*
 - a. 1 = 41
 - b. 2 = 82
 - c. 3 = 120
 - d. 4 = 156
2. *College space:* is located on the 2nd and 3rd floors of the PCU building
3. 11,330 sq. ft. consisting of a reception, admissions area, administrative offices (6), classrooms (12), computer lab (1), library, herbal dispensary, student and faculty lounges, teaching clinic and additional ancillary space
4. *Clinic space:* includes 14 treatment rooms, a locker area, waiting room, herb dispensary and a consultation area for the students and faculty to discuss patient treatment
5. *Simulation:* planning to use extensively

3. Beijing University of Chinese Medicine (BUCM):

1. *Student numbers:* 40-50 students/year; class size
2. *Tuition:* 35,000 Chinese Yuan for international students (\$6,000 CAD)
3. *Clinic:*
 - BUCM has more than 30 teaching hospitals, which include three affiliated hospitals with 1,735 beds. Most of the students finish their intern-training in the affiliated hospitals.
 - currently only students from BUCM have the opportunities to intern in the affiliated hospitals
 - the charge for each visit depends on the service the patients get and some of the revenue go back into supporting the program
4. *Simulation:* currently in the middle of optimizing the simulation system
5. *Class ratios:*
 - 1:3 to 5 ratio for instructor to students
 - the students need to finish 8 weeks of clinical observation and 40 weeks clinical internship

Schools contacted in BC

Name	Address	Phone	Email	Cost
PCU College of Holistic Medicine -TCM Practitioner - TCM Herbalist - Doctor of TCM	5021 Kingsway, Burnaby, BC V5H 4A5	604-433-1299 1-800-603-9127	admin@eminata.com	Would not give any information
International College of Traditional Chinese Medicine of Vancouver (ICTCM)		604-731-2926	drlu@tcmcollege.com	\$200 per credit Dr. TCM \$48,735 TCM Practitioner \$38,229 Herbalist \$27,629
Pacific Rim College	229-560 Johnson Rd, Victoria, BC V8W 3C6	250-483-2119 1-866-890-6082	admissions@pacificrimcollege.ca	\$210 per credit Dr. TCM \$45,780
Academy of Classical Oriental Sciences (ACOS)	303 Vernon St, Nelson, BC V1L 4E3	1-888-333-8868	registrar@acos.org	\$223 per credit Dr. TCM \$50,175
Vancouver Beijing College of Chinese Medicine	3135-8888 Odlin Crescent, Richmond, BC V6A 3Z8	604-207-9389	vbcocm@yahoo.ca	Would not give any information
JCE International College of Holistic Medicine - TCM Herbalist - TCM Chinese Medicine - Dr of TCM	309-333 Terminal Ave, Vancouver, BC V6A 4C1	604-568-8815	info@jcecollege.ca	?



Issue: **President's Goals 2013-14**

For Information: The Human Resources Committee reviewed the President's Goals for 2013-14 and recommended them to the Board with a few revisions.

Please see the attached goals.

For Approval: **THAT the Board of Governors approve the President's Goals 2013-14.**



Alan Davis
President and Vice
Chancellor
Goals for 2013-14
September 10, 2013 Draft

The President's goals are also the University's goals, which are defined in KPU's Strategic Plan: Vision 2018.

The following are areas where the President will take a special interest and would be some of key indicators of his performance and effectiveness.

While recognizing that all areas are of importance to the future of KPU, those identified as ★ are high in importance and will require specific attention from the President for this first year of implementation of Vision 2018. Other areas have multi-year agendas, but progress is still essential in year one.

Overarching goal:

Build and align the senior team

★ Complete the hiring and reorganization necessary to support Vision 2018

Measure: the senior team is in place and employee engagement survey results for leadership continue to improve.

Quality

- ★ 1. **All KPU graduates are prepared for global citizenship and rewarding careers.**
 - a) Working with the Provost, ensure that the University's Academic Plan is in place by December 31, 2013 and that it clearly reflects and reinforces the importance of this goal, with appropriate metrics.

- ★ 2. **KPU is a sustainable, integrated, and transparent organization that supports learning.**
 - a) Working with Institutional Analysis and Planning and with the Executive Team, ensure that all planning that has been stimulated by Vision 2018 is completed in this first year, and that metrics and reporting mechanisms are in place, along with semi-annual full updates for the Board and the community, and a "dashboard" that will allow the Board and the KPU community to assess progress towards the 9 strategic goals.

- b) Working with the Director of Communications and Marketing and with the Executive Team, broaden the modes and increase the frequency of communication to the university community, with better results in the 2015 Employee Engagement Survey results.
- c) Working with the VP Finance and Administration, implement initiatives that will attract, support, engage, and retain our people and create an environment where all employees see themselves as contributing to student learning, thus improving the 2015 Employee Engagement Survey results compared to 2013.
- d) Working with the VP Finance and Administration, review and address issues with key administrative systems

3. Learner engagement and retention at KPU show continuous improvement.

- a) Along with the Provost, ensure that the Academic Plan addresses this goal, with clear metrics established this first year.

B Relevance

★ 1. The scope and impact of KPU's community engagement has doubled by 2018.

- a) Along with IA and P, establish a baseline for this goal in 2013-14, with clear metrics for tracking its progress.
- b) With the Executive Team, ensure that systems and people are in place in 2013-14 to coordinate, document, expand, measure, and celebrate partnerships with KPU's communities. In particular take leadership role in ensuring that:
 - KPU is a place where the community gathers for informed discussions
 - KPU is a key partner in regional economic development.
 - Distinct campus identities are created within the unifying institutional vision.

★ 2. All members of KPU support purposeful and sustainable learner FTE growth of at least 5% annually to meet the educational needs of the region's diverse population.

- a) Ensure that the Academic Plan addresses this goal, especially with regard to enrollment management, international education, and continuing and professional education, such that recruitment and budgeting for 2014-15 is informed by projections for growth.
- b) Take the lead on expanding initiatives to increase operating and capital funding from government and other external sources.
- c) With the Executive Team, develop a long term financial vision and plan, along with open and consultative processes for resource allocation, and expectations for revenue from

international and continuing and professional education.

3. Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.

- a) Working with the Provost, ensure that the Academic Plan addresses this goal, with clear metrics.

C Reputation

★ 1. KPU is widely recognized for teaching and scholarship.

- a) Working with the Provost, ensure that the Academic Plan and its sub-plans are in place for the development of teaching and learning, for research and scholarship, and that our achievements are more widely disseminated, all with appropriate metrics and targets.
- b) With the Director of Communications and Marketing, promulgate and celebrate KPU's achievements in teaching, learning, and scholarship.

★ 2. KPU's unique identity is clearly articulated and embraced across the University and beyond.

- a) Using Vision 2018, continue to raise the profile of KPU in all our communities and ensure that External Affairs and Communications work effectively with a common strategy, with a metric and baseline for the awareness and reputation of KPU developed in 2013/14.
- b) With the External Affairs and Marketing, ensure that KPU's unique role in higher education, its pride in its important endeavors, and the success of its students are all reflected in its publications and communications, internal and external.
- c) With the Executive Team, expand initiatives to improve KPU's recognition and reputation in our communities.

★ 3. KPU is the foremost provider of continuing and professional education in the region.

- a) Working with the Provost, ensure that that the structures and plans are in place in 2014-15 to advance this long term goal.

Supplementary to these goals

Strategic Opportunities

One major new initiative that significantly advances the polytechnic university mandate is successfully launched in 2013/14.



BOARD ITEM

Issue: Student Affairs Report

For Information:

DIVISION OF STUDENT AFFAIRS BOARD OF GOVERNORS REPORT SEPTEMBER, 2013

Highlights in the Student Affairs division since the last meeting of the Board can be found in the President's Report. The following initiatives will be discussed briefly at the September meeting:

ADVISING APPOINTMENT SCHEDULING

Academic advisement is a key component among our retention strategies. Currently, students must appear in-person at our Enrolment Services front counters to request an appointment with our academic advisors. This requires time and effort on both sides of the counter, and can be an impediment to students who are not especially motivated to do so in the first place.

On September 3rd, the Student Affairs division launched "Advisor Connect", an online system to manage appointment scheduling with general advisors and those in the faculties. This system will provide students the functionality to **request appointments on-line and via mobile device on a 24/7 basis**. The system will manage communications between advisors and students, including reminders, rescheduling, cancellations, etc. The objective of this project is to increase student satisfaction in doing business with the University and to provide convenient access to advisement services, an important factor in retention and program completion.

MOBILE APPLICATION

Smartphone devices are the preferred method of communication with the outside world for university students today. Students demand access to current and relevant information to guide them in their engagements with their post-secondary institutions. To this end, the Student Affairs Division, in collaboration with IET, has developed the KPU Mobile Application. It will provide students with secure access to their academic schedules, grades, campus maps and hours of operation, locations of student services, as well as information on campus events, notifications and directory information. The Mobile Application will be launched in late September, 2013.

FLEXIBLE REGISTRATION MODULE

Our current business practices to support admission and registration into non-traditional continuing and professional education courses require students to conduct these interactions in-person at our enrolment services counters on each campus. This is the result of the inflexibility of

our banner information system in handling the non-traditional start and stop times, differential fee schedules, etc., that come with the customized requirements of adult learners.

The Office of the Registrar is leading a project that will significantly enhance the system's ability to support non-traditional coursework as well as increase access to this business transaction using online and mobile technologies. The Flexible Registration module has been developed in a test environment this summer to allow students to apply, register, and pay for all non-traditional coursework from their homes or mobile devices. It will also bring efficiencies within the Registrar's office in reduced workload for front-counter, admissions, and registration support staff. The enhancement is scheduled for implementation in October, 2013.

Respectfully submitted,

Ron Maggiore
Vice Provost - Students

Issue: **President's Report**

For Information:

Report to the Board of Governors for the period June 6th to September 8th, 2013

Alan Davis, President and Vice Chancellor

Following approval by the Board of Vision 2018 strategic plan in June, an internal launch was held at the first KPU Day on June 7th. Nearly 900 employees attended the event, which included a "state of the university" address, employee service recognition, and some fun.

During the summer, the President's Diversity and Equity Committee met several times to explore in some depth various aspects of Diversity. It will be developing a work plan and specific activities for 2013-14.

With the appointment of Amrik Virk as Minister of Advanced Education, several meetings have been held, including a visit on July 23rd with Board Chair Gord Schoberg to Victoria to attend questions period and to meet with the Minister. I also met with James Gorman, Deputy Minister, but just this week he has announced his resignation and Sandra Carroll will be replacing him.

I have attached a paper which was developed this summer to use as a briefing note with AVED and the provincial government, showing how Vision 2018 aligns with their plans.

I attended an inaugural meeting in Ottawa in June of a new university group in Canada: the Alliance of Canadian Comprehensive Research Universities. ACCRU brings together the vice-presidents, research, of the smaller comprehensive universities in Canada that have a strong commitment to research, and can lobby the federal government on several issues related to policies and the funding of research.

Also in June I attended the summer Board meeting of the Council for Adult and Experiential Learning, and in July I was keynote at the e-Portfolio and Identity Conference.

Locally, I have participated in the Surrey Board of Trade initiative regarding the future of education, and have met with various community leaders across the region. I also joined a dinner meeting with Alice Wong, federal MP for Richmond and Minister for State (Seniors) to discuss Traditional Chinese Medicine.

On July 21st, I attend the SUCCESS walk for the Dragon in Stanley Park, which was huge success, and I was able to meet all the MLAs in our region and in Metro Vancouver.

In August, I visited several of the Ontario “polytechnics” to gain some insight into their plans for the evolution of higher education in that province and to identify areas of cooperation, and our pending membership in Polytechnics Canada.

Late August saw the faculty welcomes, with many new hires, and the opportunity to introduce Dr. Sal Ferreras, who started as Provost on September 3rd. A major task will be to pick up the development of the Academic Plan, which has been on-going throughout the summer, and a draft of which is now ready for consultation. Systems for tracking activities across the university as they relate to our Vision 2018 goals are being explored.

The university’s Accountability Plan and Report for 2012/13 was issued in July and is available at http://www.kwantlen.ca/_shared/assets/KPU_IAP_2012-1326366.pdf .

The complete Board report from faculties and division is available for this period, but here are some highlights:

Office of Research and Scholarship:

Our nomination for a second Canada Research Chair (in Horticulture), is being prepared , and we believe it has a good chance of success.

ORS now has a seed fund of \$50,000 to be used as a Release Time fund in support of developing external funding applications. These funds will strengthen applications to agencies such as SSHRC and other federal funding providers.

Office of the Vice Provost Teaching and Learning:

A consultation with Dr. Tony Bates in June to assess the current role of technology in teaching and learning at KPU lead to the formation of a ‘Task Force on Teaching and Learning’ whose mandate is: ‘To engage in strategic thinking about the type of teaching methods and subsequently the type of academic development needed at KPU to align practice with the KPU strategic vision’.

Communications and Marketing Services:

KPU’s total monetary value for media coverage in this period was **\$377,962.23**

Institutional Analysis and Planning:

IAP is continuing to development metrics, baselines and targets for the 9 goals of the Strategic Plan; it has lead the preparation of the draft Academic Plan, and submitted the 2012-13 Accountability Plan to the government.

Faculty of Science and Horticulture:

In July two additional Bachelor of Science degrees were approved by the Ministry of Education; Physics for Modern Technology and Applications in Mathematics.

The Biology and Health Sciences degrees were successfully launched this term with 35-40 students (combined total) in the first intake. The Sustainable Agriculture degree continues to be successful with the second intake this Fall of more than 20 new students. Plant Health and

Urban Ecosystems degrees also launched for the first time this Fall with new 3000 level course offerings.

Greenstar Plant Products Inc. donated over \$25,000 worth of lab equipment to ISH lab and Langley student multi-purpose research lab.

Faculty of Community and Health Studies:

Bachelor of Psychiatric Nursing (BPN) faculty member, Lynn Musto, presented a paper at the International Council of Nurses in Melbourne, Australia in May/June 2013 of “Fostering a supportive moral climate for health care providers: toward cultural safety and equity”.

BPN is currently engaged in a community project to develop a library, wellness center and a community garden with the help of some semester 1, 3 and 5 students at the Surrey Urban Mission, for the homeless and the marginalized groups in the area. This project is supported by the Horticulture department of KPU and scheduled to be completed by Mid-October 2013. This project is a contribution to reducing the stigma on mental illness and poverty.

Office of Advancement:

Donations are up by 32% from last year marking the seventh year of record donations. This year total income for the Foundation was \$4.6M. The Foundation endowment has doubled since 2006 and is now \$12.2M.

Information and Educational Technology:

IET undertook an external review in June and July and is developing strategies to act on many of its recommendations. IET implemented the process to reinstate credit card payment for tuition fees effective August 13, 2013.

Facilities Services:

The Climate Neutral Action Report was submitted to the Climate Action Secretariat, showing a 12.74% reduction in CO₂ emissions for 2012.
http://www.env.gov.bc.ca/cas/reports/cnar/Kwantlen_2012.pdf The reduction is partly due to a milder winter than in 2011 as well as successful energy conservation projects. KPU also purchases carbon offsets resulting in carbon neutrality.

Student Affairs:

The varsity gymnasium floor was refinished in July 2013 and features a new KPU Eagles logo.

KPU’s job posting system, Career Connection, saw 196 new employer contacts post 381 full-time, part-time, and volunteer job opportunities for students and alumni for the May to July period. This represents an increase of 41% in the number of opportunities compared to the same period last year.

Library Services and Learning Centres:

We recently upgraded our *Business Source Premier* subscription to [*Business Source Complete*](#). For a modest increase in cost there was a significant expansion in content:

- 850 more full-text peer reviewed journals
- 750 more trade and general business magazines

- 870 more full-text books
- 2350 more market research reports

School of Business:

This year 193 courses were initially planned, and due to strong demand a further 5 courses were added. The average fill rate for all 198 sections was 93% of capacity.

SoB Faculty have published 6 articles over the summer

Faculty of Trades and Technology:

39 high-end appliances were donated from Whirlpool Canada: these will allow students to train on top-of-the-line equipment, better enabling them to compete as they enter the workforce.

In fiscal year 2013-2014 the Faculty of Trades and Technology has been granted \$95,880 funding through the Ministry of Advanced Education, Foundations Skills funds.

February 3rd was the first intake of our Plumbing Foundation program in Maple Ridge. This program has a large demand in the Maple Ridge, Haney and Mission areas. In our initial recruitment for this program, we ended up with over 60 students applying for 16 seats. This program mirror images the program presently running in SD 36 at Panorama Ridge Secondary.

The Chip and Shannon Wilson School of Design:

An Open House was held for the public on Tuesday, August 20th to share the initial building concept of the new Chip and Shannon Wilson School of Design. This event was well attended by community members and the feedback received about the building vision was extremely positive. The Schematic Design for the building is set to be signed off during the first or second week of September, as per the project schedule. The User Committee will complete its review of space allocation, room blocking, and adjacencies on Friday, Sept 6th, 2013 and forward its recommendations to the Project Management Committee for final sign off.

Secretariat:

Background research continues into judicial affairs best practices and codes of conduct used at other BC post-secondary institutions. A work plan was developed and submitted to support the revision of the Student Conduct policy (C21).

Continuing and Professional Studies:

C&PS is now prepared to launch the new Data Networking program in January of 2014. This is the next stage of the highly successful Low Voltage program currently running at Cloverdale campus.

Faculty of Arts:

15 students were accepted into graduate programs this summer, 7 faculty publications appeared, 28 public presentations were made by faculty, and 5 awards and grants were received.

Faculty of Academic and Career Advancement:

With the Ministry's support, most of KPU's Academic and Career Preparation (ACP) courses are tuition-free as of this fall. Our region will benefit greatly, as people who need preparatory courses to move ahead on their career paths will be able to get the upgrading they need much more easily.

Bhupinder (Sunny) Gill, a Work Exploration program graduate, received the Lieutenant Governor's Medal for 2013 at the May convocation. This medal is awarded to a graduate studying a substantial vocational or career program of fewer than two years, as well as someone who has excelled in their studies and contributed in a positive way to KPU or the community.

Institute of Material Innovation:

The Executive Director has worked on the Steering Committee, Project Management Committee (co-chair), User Committee, Profile Committee, and Design Team with other architectural consultants in order to forward the issues appropriate for each committee in delivering the new Chip and Shannon Wilson School of Design. This has taken the majority of time and effort during this quarter.

The most significant event that will prove to be a game-changer in the world of design in the whole West coast has just been initiated with meetings with Material Connexion in New York Clate in May. The meeting was organized by lululemon and involved a team of their innovation leaders who introduce KPU as a partner in shaping a hub of excellence in BC. Material Connexion is a clearly established brand in the growing research area of materiality. The world's largest companies are members who travel to New York to the resource center. The last three months have had the Executive Director for the Foundation Board work closely with the Executive Director for IMI to develop a business plan. Numerous conference calls indicate the discussions to be on a very positive level between Material Connexion and KPU. The discussions are leading towards having KPU open a branch and establish the first Canadian, and the first West Coast office. Extensive market research has been completed to assess the viability of such a venture.

**KPU Alignment of the BC Government's priorities with KPU's Vision 2018**

Office of the President and Vice Chancellor
August 9, 2013

Context

This overview represents KPU's response to the direction and priorities for higher education that the BC Government established in June 2013 when a new Cabinet was sworn in.

These priorities were described in the June 10th mandate letters to the Ministers of Advanced Education (the Honourable Amrik Virk), Education (the Honourable Peter Fassbender) and Jobs,

Tourism and Jobs Training , plus Labour, (the Honourable Shirley Bond) which can be summarised as follows:

- a commitment to a **balanced budget**
- a re-commitment to achieving the goals of the **BC Jobs Plan**, especially in relation to long term growth of the **skills training** system (renewal and expansion of apprenticeship programs, school → advanced education → work transitions) , **efficiencies** within and across institutions, growth in **international education**, and the establishment of a School of **Traditional Chinese Medicine**

As a regional university, KPU must also consider the specific priorities set by the growing cities, municipalities and economies that it serves as expressed in community, economic development, social and cultural plans. In terms of KPU's mandate, these can be summarised as follows:

- expansion to address existing and emergent labour market demands mostly from small and medium sized **businesses and industries** in areas such as advanced technologies, the creative economy, agriculture, and health;
- expansion of **access** to post-secondary education across the KPU region over the next 10 years in developmental, professional and vocational offerings as well as in arts, science, and business;
- the development of **healthy communities** that are sustainable, safe and vibrant.

BC Government Funding

KPU does not expect any increase in the level or the number of AVED-funded FTEs in 2014/15, but must, in collaboration with its regional leaders and its partners in education, make the case for doubling the size of KPU by 2025. ITA-funded new FTEs for expansion of existing trades programs will be sought.

We will request one-time and capital investments in facilities, innovation, and strategic opportunities and partnerships that align with KPU's Vision 2018 goals and the BC Government's priorities.

KPU will also request regulatory changes that will support the achievement of its goals.

KPU's Priorities

KPU's evolution from a college (1981) to a university college (1995) and then a polytechnic university (2008) has created the opportunity to build a new kind of institution where the whole is greater than the sum of its parts. Traditional silos within education can be avoided, new pathways can be created, new approaches to teaching and learning can be explored, and innovative partnerships developed to serve the needs of KPU's diverse communities.

KPU is a regional university which is:

- driven by teaching and learning

- engaged with its communities
- inspired and informed by relevant research that solves problems.

Vision 2018 describes KPU as “Canada’s leading polytechnic university”, which will be achieved by focussing on three themes (Quality, Reputation and Relevance) and nine strategic goals.

A. Building a skilled workforce in Trades and Engineering Technologies

While KPU believes strongly that all its students are well-prepared for work and for citizenship (with nearly 90% of its graduates employed after 2 months), it understands the impending dilemma facing BC and Canada of a shortage of adults who have the knowledge, skills and attributes needed for success in a 21st century, global and knowledge-based economy and society.

For instance, the plans for the Liquefied Natural Gas industry alone will require substantially more trained workers in many trade and technical areas as well as in related disciplines (management, sustainability, health, service sectors etc.). Similar arguments can be made for other areas of the resource sector, and in advanced manufacturing and information technologies. Emerging industry sectors such as health technology and green energy systems will also require new types of training in order to thrive.

The solution to this is multi-pronged: more capacity in training in key employment areas, strategic immigration policies, and more access to lifelong learning for all, especially those traditionally unrepresented in higher education.

KPU Cloverdale has the potential to significantly address this issue, being located in the fastest growing region of BC. It has some of the best skilled trade facilities in Canada, and 70 acres of land available for expansion. The vision for this campus is as follows:

- re-name the campus: **KPU Tech**, to serve the south Fraser and the lower Fraser Valley
- expand KPU’s capacity in its **existing** trades and technology programs and **expand** into new high demand areas such as **heavy duty mechanic and heavy duty equipment operator**.
- expand its **contract training** in specialty programs that support sectors such as **construction, resources and energy** to quickly and effectively meet emerging needs, and provide refresher programs and testing for new Canadians and adults who are transitioning in their careers.
- present a long term plan for a new approach to engineering and technical training: the **KPU Centre for Integrated and Advanced Engineering Technologies** will build upon current expertise in trades, technology, product design and science to develop ladder programs at certificate, diploma, degree and post baccalaureate levels in areas such as:
 - o materials fusion and fabrication
 - o precision engineering
 - o advanced manufacturing
 - o instrumentation and control systems

- process control
- construction engineering: sustainable structures, building envelope and seismic
- clean and green energy systems to support distributed power generation
- health technology: design, fabrication, commissioning, operation and maintenance

The Centre will be structured and operated in order to easily adapt to changing needs and technologies, and will be **tightly linked to industry**, with constant interaction and exchange of ideas, and space for **incubator and pilot projects** where faculty, students and experts from industry collaborate in cross-disciplinary teams.

Innovative, technology-enabled teaching and learning will be the norm using project-based learning strategies and integrated applied research. A core introduction to the fundamentals will then be applied to create solutions to industry-sponsored projects.

The long term vision for this centre is to become a new and alternative **School of Applied Science and Engineering**, offering unique programs that can be accessed by direct entry or by articulated pathways from Trades Training or other previous learning.

B. Expanding post-secondary capacity south of the Fraser

The need for more post-secondary places south of the Fraser River (the KPU region) is well – documented. KPU plans at least **5% growth per annum** until 2018, and all indications are that this growth will be exceeded, and for a longer period. To this end, KPU will be proposing several expansions on its campuses in Langley, Surrey and Richmond in both existing and new programs that address labour market needs. Other expansions will be built off campus, taking opportunities deep into our communities.

The **KPU School of Business** is one of the largest, most dynamic and engaged in western Canada, partnering with hundreds of businesses each year to connect students to the real world. **KPU proposes to locate the school to its own new facility in north Surrey.**

The School of Business also houses KPU’s **Computer and Information Technology** programs, which will be a focus for expansion, for example in network security.

The School will also explore an innovative, collaborative, and self-funded **MBA** program to offer across the region.

The move of the business school will open up space at the 72nd Avenue campus in Surrey to expand programs in arts and science to meet demand.

Key to KPU’s growth is the development of **applied, workforce-focussed programs** in traditionally academic areas, such as Physics for Modern Technology, Medicinal Chemistry, International Business, and Applied Mathematics. KPU will also work across faculties to develop new options that blend academic degrees with applied areas such as Bachelor of Arts degrees with minors in Design, Trades, and Business.

KPU is exploring the idea of **regional learning centers** in various locations throughout the region in partnership with municipalities, school districts and others to better serve students and reduce travel across the region. These projects will, by and large, be self-funded or be part of larger, multi-partner initiatives that will seek BC Government support.

For example, KPU is linking with the City of Surrey, Fraser Health and SFU to support the development of a **health technology** sector in Surrey, and it expects to have a location adjacent to Surrey Memorial Hospital for programming and innovation.

KPU will also explore strategic partnerships with municipalities and school districts and other support to expand its **athletic and student life** facilities across all campuses.

The **creative economy** is a rapidly growing sector in all parts of our region and there is tremendous interest in schools in developing career pathways and further education for talented youth. KPU will explore the development of fine and performing arts with programs that include business and entrepreneurial training. For instance, KPU is in discussion with the City and Township of Langley and SD 35 for a new performing arts centre which could, for instance, provide space for KPU's School of Music and new performance programs. Similar opportunities are developing in Surrey and in Richmond.

Growth is expected at **KPU Langley**, and the university will seek support for expansion of the library and a new academic building which will be largely focussed on health, business and sustainability programs.

KPU has emerged as the leader in BC in **sustainable horticulture, agriculture and food systems**, with programs based at KPU Langley and now at KPU Richmond. Building on this, it will explore partnerships with the craft brewing and distilling companies in our region to provide applied training in **fermentation sciences** along with relevant business education.

KPU will develop proposals for the expansion of its programs and service for **Aboriginal learners**, building on our many partnerships with local First Nations, and to better serve the considerable urban Aboriginal population in Surrey.

KPU is also developing a strategy to better serve **New Canadians**: a "gateway" concept where, working with settlement agencies, immigrants and refugees can get one-stop service to address their diverse educational needs, including the assessment of foreign credentials and experience that will reduce the need for further education to qualify for work in BC.

KPU expects to significantly grow its **International Education** over the next 5 years, expanding the range of countries where it recruits, and building capacity and activity at all campuses. Key to this will be the building of **residences** at KPU Richmond, Surrey and Langley by working with private investors and operators.

In September 2013, KPU will formally express its interest to AVED for a **School of Traditional Chinese Medicine**. KPU is best positioned to meet this goal of the BC Government, to be based initially at **KPU Richmond**.

C. Innovation in Teaching and Learning: iKPU

BC has always been a leader in enhancing teaching and learning with technology, and online and blended learning is now commonly found across all sectors. While much of that development so far has focussed on re-creating what goes on in a traditional classroom, newer technologies have prompted discussions and experiments on how students learn and how we should re-think teaching. The BC Government has recognised this movement through, for example, its ongoing support of BC Campus, and recently through the Open Textbook project: the first in Canada. But, what's next?

The ubiquity of the web, the availability of open education resources, the adoption of many social media platforms in all walks of life and the wide adoption of cloud computing has inspired many to revisit some of the basic tenets of our "industrial" teaching system and instead to build **open and personalized learning** approaches, where learners can, for little or no cost:

- access texts and journals and readings from anywhere
- catalogue and organize these sources to suit their needs and style
- engage in discussions with others on or off campus or at the workplace etc.
- document and publish writings, photos, video etc. online
- have their learning evaluated for credit towards credentials that are open enough to accept assessment of both prior and emergent learning, and **open badges**
- collect and display all the above via a rich and dynamic **e-Portfolio** where what has been learned can be demonstrated and supported by documentation and reflections, for use by a potential employer or a graduate school etc.

In order to explore this important development and to maximize its work with BC Campus, and to better serve the continuing education and degree completion goals of adults in our region, it intends to establish a new school: **iKPU**

iKPU will be a space where faculty and professionals can work with individual students to assess their previous learning via **PLA** and related mechanisms, design personalised programs that meet the outcomes of "open" programs, find ways to achieve those outcomes using courses from KPU and elsewhere and through research projects and guided study approaches, and show them how to develop an **e-Portfolio for life**.

We expect the impact of iKPU to be seen across the polytechnic university's offerings and throughout the system.

The bottom line: what we would like the BC Government to consider

Regulatory and policy issues

P3 Capital Projects: relax the rules to enable these to happen, such as relaxing the ban on universities borrowing money and/or providing occupancy guarantees to private investors/operators of residences.

PSEA: attracting talent: KPU cannot achieve its goals without the right people, and this is increasingly difficult at all levels: it needs to be competitive with universities and institutes across Canada.

Opportunities for one time funding

Capital funding for the KPU Langley Library and new teaching facility

Capital funding for information technology infrastructure

Contributions to collaborative capital projects in the Creative Arts in Langley, Surrey and Richmond

Capital building and equipment for the CIAET

Project funds for development of iKPU, working with BC Campus

Project funding to develop programs and services for Aboriginal and New Canadians

Commitment to the expansion of transit across the south Fraser region will support KPU students, along with all other sectors of our communities.

New base funding in 2014

FTE growth (ITA) for more seats in existing and new trades training

New base funding: 2015 on

FTE growth (AVED) as part of the South Fraser strategy

FTE growth (ITA) for more seats in existing and new trades training

Support for regional learning centres across the region



BOARD: *Regular*
MEETING DATE: *September 18, 2013*
SCHEDULE NO.: *18*
CONDUCTED BY: *Gord Schoberg*

BOARD ITEM / Evaluation of the Board as a Group

For Discussion: Gord Schoberg is assigned to evaluate the Board's own performance at the September 18, 2013 Board meeting.

As agreed to at the November 21, 2012 Board meeting, the format of the evaluation has been simplified.

Board Meeting Evaluation

Date: June 5, 2013

What went well	What could we do better
To change for next time:	

-
1. Kwantlen "Upcoming Events / Activities 2013 (attached)
 2. Kwantlen Faculty & Service Area Reports
 3. [Weaving Together](#): Healing, Education and Reconciliation [Activity Schedule](#)

KWANTLEN UPCOMING EVENTS / ACTIVITIES 2013 / 2014

****If you are planning to attend any of the upcoming events, please be sure to advise Sandi Klassen at 604-599-2079 (e-mail Sandi.Klassen@kwantlen.ca)****

<i>Date</i>	<i>Time</i>	<i>Event/Activity</i>	<i>Location</i>
<u>2013</u>			
Wednesday 18 September	3:00-7:00 pm	Board meeting	Surre Campus, Cedar Room 2110
Monday 30 September	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Thursday 3 October	10:30 am 2:30 pm 6:30 pm	Fall Convocation	Surrey Campus Gymnasium
Thursday 3 October	4:30-5:30 pm	Chancellor's Dinner	Surrey Campus
Wednesday 9 October	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Monday 28 October	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Wednesday 30 October	4:00-6:00 pm	Finance & Audit Committee Meeting	Cloverdale Campus, Room 1853
Wednesday 6 November	4:00-7:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Wednesday 13 November	TBD	General Awards Dinner	TBD
Thursday 14 November	4:00-6:00 pm	Human Resources Committee Meeting	Cloverdale Campus, Room 1853
Wednesday 20 November	3:00-7:00 pm	Board meeting	Surrey Campus, Cedar Room 2110
Thursday 21 November	6:00 pm 6:30 pm	Board Recognition Dinner – Reception Dinner	Deluxe Restaurant 15475 Marine Drive, White Rock
Monday 25 November	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Wednesday 4 December	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Monday 16 December	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110

2014

Thursday 9 January	4:00-6:00 pm	Human Resources Committee Meeting	Cloverdale Campus, Room 1853
Wednesday 15 January	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Wednesday 22 January	4:00-6:00 pm	Finance & Audit Committee Meeting	Cloverdale Campus, Room 1853
Monday 27 January	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Wednesday 29 January	3:00-7:00 pm	Board meeting	Langley Campus, Room 1130
Wednesday 12 February	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Monday 24 February	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Wednesday 12 March	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Thursday 13 March	4:00-6:00 pm	Finance & Audit Committee Meeting	Cloverdale Campus, Room 1853
Thursday 27 March	4:00-6:00 pm	Human Resources Committee Meeting	Cloverdale Campus, Room 1853
Monday 31 March	4:00 – 7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Wednesday 2 April	3:00-7:00 pm	Board meeting	Cloverdale Campus, Room 1853
Wednesday 9 April	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Saturday to Tuesday 12-15 April	Various	Association of Governing Boards Conference on Trusteeship	Orlando, Florida
Monday 28 April	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110
Thursday to Saturday 1-3 May	Various	Canadian University Baords Association Conference (Board Chair & University Secretary attend)	Ottawa, Ontario
Thursday 8 May	4:00-6:00 pm	Human Resources Committee Meeting	Cloverdale Campus, Room 1853
Wednesday 14 May	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Thursday 15 May	4:00-7:00 pm	Finance & Audit Committee Meeting	Cloverdale Campus, Room 1853
Monday 26 May	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110

Wednesday-Friday 28-30 May	10:30 am 2:30 pm	Convocation	Surrey Campus Gymnasium
Wednesday 4 June	3:00-7:00 pm	Board Meeting	Cloverdale Campus, Room 1853
Wednesday 18 June	4:00-6:00 pm	Governance Committee Meeting	Cloverdale Campus, Room 1853
Monday 23 June	4:00-7:00 pm	Senate	Surrey Campus, Cedar Room 2110

Report to the Board of Governors

September 2013

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Office of Research and Scholarship

Research Chairs

- Our nomination for a second Canada Research Chair (in Horticulture), is being prepared, and we believe it has a good chance of success.
- The CRC in Design: discussions are ongoing. Now that the building design is substantively complete it is hoped the functionality of the space, and therefore the persons occupying that space will be contemplated. This will influence the area(s) the Chair will be focusing on.
- Other opportunities have emerged in the following areas: *Scholarship of Teaching and Learning* and *Educational Policy: Political Factors*. We will continue to explore these areas in the event that Horticulture is unsuccessful, and/or Design declines to nominate a Chair.
- As Chair allocation is based on tri-agency (SSHRC, NSERC, CIHR) and NCE funding (which we do not have), generating more funds from these Federal sources is key to a) maintaining the existing Chairs and b) gaining new Chairs.

SSHRC Grants

- KPU researchers have had a couple of tough years at SSHRC. Along with our colleagues at smaller institutions we have been hit hard by increased competition from the larger institutions. Large institutions have seen their Insight Grants success rates drop from ~33% to 24% in the past 2 years, mainly due to increased funding per project (SSHRC no longer cuts the budget arbitrarily as they used to). Small/medium institutions have seen their success rate fall to ~14%, with many, including us, receiving no new funds. We are dealing with additional factors here; there is clearly not enough funds at SSHRC to meet the increase in demand (both in number and size of applications) and it is also the consensus that smaller institutions are being covertly biased against, especially in situations where there are single applicants. This holds true for our emerging as well as “veteran” researchers; our CRC in Psychology has received a “we like the project but we don’t have the funds” ranking 3 years in a row. Each year he has addressed the feedback. We hope he is successful this year!
- To mitigate the problem ORS is encouraging our faculty to a) team up, b) better meet the priority areas of the agency and c) collaborate with an established researcher at another institution. This will allow them to build their reputation and be mentored by a peer in their area of interest. It is early stages in the approach, but so far it seems to be

supported. We will see over the next few cycles of granting. We continue to have 4 external writers on contract to support applications as needed.

- The CURA funded project is coming to an end soon, in terms of its SSHRC funding. We are talking about the next step for the program, and whether the team wishes to continue, and is interested in applying for a SSHRC Partnership Grants. I am supporting their deliberations as needed.
- Data on the number of applications to the SSHRC Insight program from KPU researchers will be available September 3. ORS believes that 3+ submissions are in progress.

Internal Funding Programs

- The *Katalyst* Grants Program, now in its 3rd year of funding, is proving to be a success. The premise for the changes that were made was that KPU was not competing effectively on the national and global stage for funding. Having a larger amount of funding, with Release Time (totaling \$40 000 over 2 years) would allow the research team to develop a strong program of research. From the first round of funded projects (which are now closing out) we have already seen 2 of the 4 receive direct external funding (charitable organization and Federal Ministry), one is in discussion with a Provincial Crown Corporation for significant funding (as well as looking as NSERC opportunities), and the 4th is contributing, as a core technology, to a multiple Municipality and City funded Sustainable Agriculture and Food Security project. It is hoped the 2012 and 2013 recipients will have similar success, and sustainable external funding will come more easily to these researchers, thus allowing the modest internal funds to be allocated to the next generation of emerging ideas.
- Out of the last round of Collective Bargaining, KPU provided ORS with a seed fund of \$50 000 to be used a Release Time fund in support external funding applications. These funds, though limited this year (3 sections of release), will strengthen applications to agencies such as SSHRC, where they will help overcome the misconception that KPU is not supportive of research. ORS is currently establishing criteria for allocation based on peer review. ORS's budget request for 2014 will focus on enhancing this fund and supporting more applications to external agencies (Federal and philanthropic alike).

Other Sources of Funding

- As the traditional funding become more competitive, and less appropriate for the types of research our faculty engage in, we need to look to other sources. An emerging one, and one that we have been in discussions with a few faculty about, is Crowdfunder funding. We are exploring options such as Indiegogo and Causes.

Kwantlen Innovation Incubator

- Western Economic Diversification (WD) has “amber-lighted” our proposal; they like it in principle, but modifications are needed to fit into their [current] framework. The process has been stalled many times by the Federal Government changing WD’s priorities, which has trickled down to make our application less relevant at times. We are at a confluence now where a workable program can be developed. I anticipate completion, and funding, late October 2013.
- This funding will allow the establishment and multi-year support of an “Industrial Liaison Office”, which will act in a similar model to *ResearchImpact*, brokering relationships between local companies and KPU researchers to enhance the company’s IP and economic output. It has the added advantage that cash funds will be available to support the project, in a matching manner. We will also be able to use these funds to leverage further Federal dollars (e.g. NSERC-ARD grants)

ResearchImpact (RIR)

- ORS has been working with Steve Dooley (Director, Community Engagement) over the summer to establish the roles and responsibilities of a to-be-hired Knowledge Mobilization Officer. We hope to have the position evaluated by JJEK soon, and posted this Fall.
- The lead institution, York U., is hosting a meeting of VPRs and Directors this September. It will be the first gathering of the newly expanded group, and will be a strategy planning session. One priority has been a “*The Social Innovation Opportunity: extending the impact of investments in research*”, a \$15 million, 5 year fund to support Community-Engaged research and knowledge mobilization. This initiative has the support of The Honourable Kelvin K. Ogilvie, Senator. He is convening a meeting of the Conservative Caucus on Social Innovation in November, where KPU and other RIR members (along with SSHRC and the Federation of the Humanities) will have the opportunity to present on the Hill in Ottawa.

1st Annual Research & Knowledge Mobilization Day

- This is actually KPU’s 3rd celebration of research.
- For this event we have combined forces with Sociology, Criminology and our Knowledge Mobilization initiative ResearchImpact.
- A full day event, on November 1st.
- More info can be found here:
<http://www.kpu.ca/arts/sociology/cgme/arsdk/1arkmd.html>

BCARIN

- The first *British Columbia Applied Research and Innovation Network* meeting is September 26th. I will be attending. We are looking forward to substantive collaborations with our College neighbours.

ACCRU

- KPU is represented on the Board of the *Association of Canadian Comprehensive Research Universities*.
- The President attended the Ottawa meeting in June; sadly parliament rose the night we arrived and as such we had many of our meetings with MPs cancelled. ACCRU will continue to act in Ottawa for institutions who are not members of the U15.

Revenue to date for FY13-14

- To date for the 13/14 Fiscal year we have generated **\$614,456.80** in externally funded projects.

Emerging Projects

We have been in discussion with two researchers about potential new large projects:

- “Centre for Apprenticeship and Vocational Education Research”, a SSHRC Partnership Development Grant proposal. Deanne Rexe, a PhD Candidate at SFU has been studying political influences on educational policy for a number of years. Of note she recently led a study for Presidents of Colleges and Universities in BC looking at barriers to Trade Apprenticeships entry, retention and completion. While the report remains compartmentalized in the hands of the Presidents, the methodologies and linkages have been retained. She wishes to join KPU as PI/Director of this application. It is supported by Canadian Apprenticeship Forum, with strong interest from the Trades Training Consortium of BC, Trades Training Consortium of BC, National Council of Deans of Trades and Apprenticeship, and the Higher Education Quality Council of Ontario. This project has the potential to cut across a number of faculties, affect pedagogy and advance the Trades program competitiveness. We are looking at a November submission. ORS will be assisting with the writing of the project and budget development.
- Fred Ribkoff (English) and Dr. Mark Olyan (from the Living Testimonies Project, McGill University) are interested in setting up a project, based at KPU, to capture and make more accessible the recollections of Holocaust survivors, and the thoughts their descendants may have. Metro Vancouver has a large, but obviously diminishing, survivor community (working with the **Vancouver Holocaust Education Centre**), with many of their recollections being kept in written and recorded archive. This archive is

Office of Research and Scholarship

NOT fully accessible at this time, and the archivists do not have the experience to make it so. Citizenship and Immigration Canada may also be a sponsor, as they appear to have an interest in maintaining access to important piece of history. This would be a major project for KPU. We are in early stage discussions, but looking at a possible *Katalyst* application in 2014, leading to a SSHRC Partnership Grant later that year.

Research Ethics Board

- The Board continues to work well under the leadership of Kyle Matsuba as Chair. He is looking forward to having a dedicated Admin Assistant.

Office Issues

- Our Contracts Manager recently left KPU, and until the WD application is approved I will not be filling the position. The volume of contract work has actually diminished over the past year (some researchers are arranging for the funds to come in as donations through the Advancement Office, which then becomes the granting agency).
- The Spring posting for a REB Administrative Assistant did not yield a satisfactory candidate. We have been working over the summer to revise the Job Description. This will be going to JJEC and hopefully be ranked higher on the pay scale to attract better candidates (this was based on feedback received from a number of candidates, including one who turned down our offer).

Office of the Vice Provost Teaching and Learning (VPTL)

Naming of the Institute for Innovation in Teaching and Learning, (IISiTL)

Upon consultation of the VPTL with the President and the KPU executive, it was decided to name the unit for academic development, directed by the VPTL the *Institute for Innovation in Teaching and Learning* (IISiTL). The name was announced by the President on KPU day, June 7, 2013.

ACTIVITIES

Consultations

A. Report on Technology at KPU

During April and May of 2013, Dr. Tony Bates consulted with the VPTL and conducted interviews with the KPU community to assess the current role that technology is playing in teaching and learning at KPU and to subsequently prepare a report for the Vice Provost, Teaching and Learning. The report was presented by Tony Bates to the President, VPTL, Provost and Deputy Provost in June. The goal was to help us develop a plan for moving forward with pedagogically sound use of technology at KPU to enhance teaching and learning. The VPTL prepared a summary of the report and a number of recommendations were made arising from the report. During July and August information was disseminated to the KPU community about the reports and next steps. Recommendations included: the need for a high level 'Technology Committee' with the responsibility for decision making on university wide initiatives requiring resources. It was recommended that this committee be formed by the President and the Executive. In addition a recommendation for a 'Task Force on Teaching and Learning' (TFTL) with a mandate: 'To engage in strategic thinking about the type of teaching methods and subsequently the type of academic development needed at KPU to align practice with the KPU strategic vision'. The Task Force on Teaching and Learning will be involved in strategic planning for teaching and learning, as well as involved in reviewing discussion papers and developing and reviewing policies and processes that may in the future become formal recommendations made to Senate. Membership will include: Vice Provost Teaching and Learning (Chair), VP Academic, Deans, Academic Faculty nominated by Deans, Representation from Library and Learning Centre, other members of the KPU community as recommended.

The first meeting of the TFTL will be in September, 2013, with monthly two hour meetings. As required, subcommittees of the TFTL will be formed related to specific activities such as the proposed new Teaching Innovation Grants (TIG's) for review of procedures and guidelines and for reviewing applications.

B. Online Course Delivery Planning

Between May 3-July 4, Instructional Design Consultant, Leslie Richards, worked with the Vice Provost Teaching and Learning (Diane Salter), and the Manager of Learning Technologies (Meg Goodine) and with faculty identified by Deans on a pilot project for advancing faculty development in online and blended course development and delivery across KPU.

Leslie Richards engaged in individual consultations with faculty, and participated in the delivery of the Rethinking Learning Workshop. Deliverables from Les Richards' consultation include a draft pilot process for faculty to plan for the development of online courses, and a plan for mapping out courses for blended delivery. Richards is continuing to provide support through online consultations and emails to work with the Manager of Learning Technologies and the VP Academic on facilitated group work online and discussing modifications that may be possible within the Moodle platform to allow for greater feedback to and between students.

C. Design Consultations:

Tom Carey consulted with VPTL regarding planning for academic development in conjunction with his consultations with Design faculty for the new Chip and Shannon Wilson School of Design related to Design Pedagogy.

IISiTL INITIATIVES:

- In conjunction with the KPU marketing team, a plan was made for development of a new IISiTL information and resource website to include a calendar of events, and workshops and resources on the Scholarship of Teaching & Learning, E-learning Forms of Learning, and Assessment. The launch date is planned to coincide with the Marketing team's launch of the new Drupal website.
- Process Improvements: created a new process to track and prioritize requests for teaching and learning support.
- Ongoing faculty consults re various courses/programs including consultations with Deans, individual faculty and faculty teams re course and program planning.

KPU Presentations by IISiTL staff

April 29	Keynote address by the VPTL at Spring General Meeting of the Faculty of Arts entitled " <i>Demystifying the Scholarship of Teaching and Learning (SoTL): Practical Approaches for KPU Faculty.</i> "
May 3	Presentation at the Community and Health Studies Faculty as a Whole meeting by VPTL entitled: <i>Outcomes Based Approaches to</i>

	<i>Teaching and Learning: Creating Exceptional Learning Experiences.</i>
June 4	Presentation to Faculty of Science and Horticulture by VPTL entitled: <i>Technology Innovations and Challenges</i> . This address was an introduction to a faculty led workshop on the use of Moodle
June 10	Lunch roundtable re online courses – feedback from faculty on their participation in the ISW for Online development workshop.
June 26	Talk for Chairs of CAHS by VPTL <i>Academic Development linked to KPU's strategic plan</i>
Aug. 26	Seminar Presentations to Faculty Community and Health Studies, and Faculty of Arts by VPTL entitled: <i>"Technology, Teaching and Learning"</i> .
Aug. 26	Seminar Presentations to Arts Faculty by VPTL entitled: <i>"Technology, Teaching and Learning: Taster of the Rethinking Learning Workshop."</i> .
Aug. 28	Seminar Presentations to Faculty of Business by VPTL entitled: <i>"Engaging Students in Learning to Achieve Learning Outcomes: What does the research suggest?"</i>
Aug. 29	Learning Technology Workshop for new Arts Faculty at Faculty Welcome back by Manager Learning Technologies

KPU Workshops

June 11-July 3	Rethinking Learning workshops – Two offerings of a 3-session workshop were held at the Surrey and Richmond Campuses – goal rethinking curriculum design for student engagement with learning. Facilitated by VPTL and Manager Learning Technologies
Aug. 22	Moodle Tune-up: Demonstrations by guest faculty and IISiTL staff of Moodle tips and best practices. Facilitated by Manager Learning Technologies
Aug.	Promotions developed and registrations put in place for Moodle MOOC Plus – onsite support for faculty participating in an open online course in basic Moodle skills. Facilitated by Manager Learning Technologies (sessions to take place Sept 1-27)
Aug. Moodle 'drop ins'	Weekly 'drop ins' for faculty consultation on Moodle technical issues were implemented at Richmond, Langley, and Surrey campuses to provide onsite support – 1 morning a week at each campus

Invited Presentations from Academic Visitors

May 24	University of Guelph Professor, Jack Weiner gave a series of talks facilitated by the Provost and IISiTL on the following topics: Engaging Students in and Beyond the Classroom-Mutual Commitment; Incorporating Technology :
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	Enhancing, not Replacing, Traditional Tried and True Teaching Techniques and, A sample of Maple TA's capabilities
June 3	Les Richards gave a seminar entitled Rethinking learning projects to where he discussed two aspects of technology innovation to enhance student learning: 1. A strategy focused on helping students achieve learning outcomes and 2. Mobile learning. ;
July 5	The VPTL Arranged for a visit from Elsie Christopher from the Chinese University of Hong Kong (CUHK)., that included two presentations to KPU faculty and staff that were held on July 5, one held for the Faculty of Academic and Career Advancement and one for the Learning Centres and open to the wider KPU community. The seminar was entitled: 'Career Preparation and English Language Skills Enhancement: Too Much or Too Little?'

IISiTL Committee Participation:

- Academic Planning Task Force (VPTL)
- Academic Council (VPTL)
- Project Management Committee for the Wilson School of Design (VPTL)
- BCCampus Steering Committee for provincial Educational Technology Users Group (Manager Learning Technologies)
- KPU Learning Management Steering Committee: (Manager of Learning Technologies chairs this faculty advisory group for Moodle operations)

Other KPU participation:

- Faculty of Design Charrettes – planning for the Chip and Shannon Wilson School of Design new building and classroom spaces, discussions on teaching and learning and participation in the user group meetings on 16 Aug. re discussion of future use of classroom spaces and innovative technology and space usage.
- OERu (Open Educational Resource University) – July 29, Met with stakeholders to discuss next steps as anchor partners in the OERu

Other Consultation Activities

- Meetings with consultant from Learning Agents Inc., Don Present, re the use of ePortfolios for Teaching and Learning, A 'pilot' of the Mahara e-Portfolio has been in place at KPU and an evaluation of issues and next steps has been started.

Office of the Vice Provost Teaching and Learning (VPTL)

Publications and presentations

Book

Salter, Diane. (March, 2013). Cases on Quality Teaching Practices in Higher Education. IGI Global.: <http://www.igi-global.com/book/cases-quality-teaching-practices-higher/72153>

Peer Reviewed Journal Publications

Salter, Diane, Thomson, David, Fox, B. (June, 2013). Use and Evaluation of a Technology-Rich Experimental Collaborative Classroom". Higher Education Research & Development (HERD); issue 32.5,, 805-819, DOI:10.1080/0724360.2013.777033. link <http://dx.doi.org/10.1080/07294360.2013.777033>

Conference Attendance and Presentations

- BCcampus ETUG Spring Workshop, June 6 (VPTL & Manager Learning Technologies)
- VPTL Presented a seminar entitled 'Award Winning Teachers Approaches to the Use of Technology: An international perspective'. Participated and presented at the STLHE Conference June 19-22 (pre-conference workshop, conference, board meetings, presentation - VPTL) Appointed to STLHE Board June, 2013, Chair Partnerships.
- UBC Conference IPTEL (July 11/12) (presentation/workshop – VPTL entitled 'Approaches to the Use of Technology to Enhance Deep Learning'
- International Eportfolio & Identity conference, London, July 8-10 (Attended by Manager Learning Technologies)

External Involvements/Meetings by VPTL

- UCIPD Event April 18-19
- STLHE Board Meeting June 18
- Participation in Design school planning
- Discussions with BCCAT – re Fall BC wide conference and keynote presentation.

Nominations

Chair Partnerships STLHE: In June, at the annual meeting of the Society for Teaching and Learning, STLHE, VPTL Diane Salter was nominated and elected as the Chair Partnership for STLHE. This is a 5 year volunteer appointment to serve on the Board of STLHE.

Communications and Marketing Services

The Communications and Marketing Services department is settled into new offices on Surrey campus. The location makes it much more convenient to meet with other departments regarding their marketing requests, leading to greater efficiencies with resources and time. Being close to the print shop is a great advantage as well so proofs of printed materials can be coordinated with graphic designers.

The new website is reaching the final stages of development with a launch planned in approximately 4 weeks.

We are continually reviewing all processes in the Communications and Marketing Service area in order to provide all departments with timely design and printing of professional marketing and communications materials.

KPU PR Coverage – May-August 2013

From **May 1 to August 28, 2013**, KPU distributed a total of **39 press releases**:

Month-by-month breakdown:	May	9 press releases
	June	11 press releases
	July	8 press releases
	August	11 press releases

KPU's Media Coverage

During these months, coverage was received on 954 occasions:

311 mentions in May 2013
450 mentions in June 2013
70 mentions in July 2013
123 mentions in August 2013

Monetary Value

KPU's total monetary value for media coverage was **\$377,962.23**:

Month-by-month breakdown:	May	311 mentions worth \$122,928.01
	June	450 mentions worth \$142,886.26
	July	70 mentions worth \$24,491.29
	August	123 mentions worth \$87,656.67

Communications and Marketing Services

The value of coverage varies depending on the circulation of each media outlet, i.e., national publications have a higher value than local publications due to audience size – similarly, television and radio typically have high values than print due to audience ‘reach’.

KPU’s most relevant stories with high monetary value:

08/25/2013	<i>Fraser River ‘Trip of a Lifetime’ lives up to billing for participants (student featured)</i>	The Province	\$4,886.19
08/21/2013	<i>Blacksmithing tradition forges onward</i>	The Province	\$5,637.82
08/20/2013	<i>New school to showcase next level in design</i>	The Province	\$4,604.04
08/20/2013	<i>Designing a destination; Architects sought a sustainable space for new school’s designers</i>	Vancouver Sun	\$9,307.55
08/16/2013	<i>Malcolm Parry’s “Society Pages” (mention of School of Design)</i>	Vancouver Sun	\$14,963.13
08/10/2013	<i>Faces of the infamous Downtown Eastside (KPU scholarship recipient)</i>	Toronto Star	\$19,811.68
07/15/2013	<i>Shuffled: B.C. ministers and their portfolios</i>	Vancouver Sun	\$3,893.54
06/26/2013	<i>(Two articles on Sikh and RCMP gang violence summit, organized by AT-CURA)</i>	Vancouver Sun	\$8,781.78
06/09/2013	<i>Keeping track; Events, people on the move, new businesses, good works (mention of Envision donation)</i>	Vancouver Sun	\$18,799.83
06/02/2013	<i>Paulson declared security certificate process ‘off the rails’ (KPU instructor assisted with research)</i>	Vancouver Sun	\$12,575.85
05/31/2013	<i>Opinion: Awakening interest in trades; Competition gives young Canadians an opportunity to showcase skills against their peers</i>	Vancouver Sun	\$10,174.36
05/12/2013	<i>No political apathy among these youth; Hundreds of people trade energy for experience and volunteer for B.C.’s political parties (student featured)</i>	Vancouver Sun	\$13,485.29
05/10/2013	<i>Changing crops (KPU researcher quoted in story)</i>	Vancouver Sun	\$9,378.60

Communications and Marketing Services

* These 13 stories generated \$136,300.06 in value.

The following stories were generated by the distribution of KPU's press releases (this does not represent the number of times each story was picked up, as many were picked up several times):

- Board of governors elects Chair, Vice Chair; appoints new members
- Chip and Shannon Wilson School of Design
- KPU alumnus makes moonshine
- Public relations program recognized by CPRS
- KPU switches to new Dell environment
- KPU Builds Bula
- KPU trades receive Whirlpool appliances
- Student explorers return from the Amazon
- KPU students help beautify FVHRS
- Students win at Skills Canada competition
- Dr. Salvador Ferreras, new KPU Provost
- Welding student takes home gold
- Jim Pelton appointed to KPU
- KPU's first science rendezvous
- KPU's honorary degrees
- Envision financial donation

Institutional Analysis and Planning

- **Strategic Planning**
Once the Strategic Plan was approved by the Board in early June, IA&P began work on determining how to measure its achievement. The measurement and reporting plan will be presented to the Board in September.

- **Academic Planning**
Preparation of the draft Academic Plan was a major project this spring and summer; a draft will be going out to the university for comment, both on-line and at in-person forums, in mid-September.

- **Accountability Plan and Report to Government**
This document was submitted to AVED July 21, 2013 and will be presented to the Board in September.

- **Survey of Employee Engagement**
The report of this semiannual survey will be released the first week of September.

- **Applicant survey**
- In conjunction with Capilano University and Douglas College, KPU invited all applicants to the Fall 2013 term whose applications had been processed by early July to respond to a web survey about their motivations and experiences. Both the KPU report and the tri-institutional comparative report will be released in mid-September.

- **ELST Accelerated Program Review**
- IA&P gathered and analyzed information to assist in the ELST assessment of its trial compressed program delivery. Information was gathered from students in an on-line survey and from ELS instructors through in-person and online focus groups. Grade data (including pass/fail and success rates), withdrawal and repeat rates, program continuation, and wait list data were analyzed to complete the comparison of students in the compressed program with those in the regular program.

- **KPU Campus Bookstore Focus Group Research**
- During May and June 2013, KPU students, KSA representatives and employees were invited to participate in a series of focus groups to provide the Bookstore with customer insights as well as fresh ideas for future decision-making. Information was analyzed in late June and a top-line report was produced in July.

- National Household Survey (NHS) Data Analysis
- IA&P has begun to prepare analyses of the employment and labour market data and the education data for the KPU region. The NHS replaced the old long-form census, but because the response rates are lower than those of the census and the respondents differ from the census, the results are not directly comparable. The reports should be available in late September.

- Surveys Administered by IA&P
 - In May:
 - Academic Foundations Survey
 - CAHS Open Office Research 2013
 - In July:
 - 2013 Kwantlen Polytechnic University (KPU) Applicant Survey
 - BSN 1-Yr Follow-up On-line Survey, Cohort April 2012 Survey
 - In August:
 - BSN, Grad Program Completion Survey

- Ad hoc data internal requests to IA&P
- Between May and August 2013, IA&P received 32 requests for data and information

- Staff Changes in IA&P and Training

Norwinda Binuya-Barros, formerly Coordinator of Student Appraisals, began her new position as Manager, Strategic Analysis July 1. Melike Kinik-Dicleli returned from maternity leave in mid-July, and IA&P regretfully said good-bye to Pennie Poon who had ably replaced Melike during her absence. IA&P is pleased to have the Program Review staff, Colleen McGoff Dean and Danielle Baxter, back with us September 1.

- Although different staff members in the department specialize in different functions, the staff has to be sufficiently cross-trained to ensure that mission critical functions can be covered by more than one person, and organizational memory is maintained. Four of the IA&P staff had four days training this in matters related to IT, government reporting and business processes in the Office of the Registrar that impact IA&P.

- Student Appraisal of Instruction Survey

in mid-August, IA&P welcomed Edgar Olaguer as the new Coordinator of Student Appraisals.
- In the summer term, 565 class sections were surveyed. The online response rate was 35%.

Institutional Analysis and Planning

- Following up on the Strategic Plan
- IA&P supported 3 meetings the Vice-President of Administration and Finance held with deans, associate deans, faculty business managers and others related to the academic endeavor to discuss what steps were needed if KPU is to achieve the 5% learner growth target.
- IA&P is examining software to assist in tracking and reporting measures of achievement of the goals of the strategic plan, Academic Plan and the unit plans that will be developed in the coming months.

Faculty of Science and Horticulture (FSH)

Faculty-wide Activities:

The FSH is extremely happy to report that in July two additional Bachelor of Science degrees were approved by the Ministry of Education, Physics for Modern Technology and Applications in Mathematics. Faculty and staff are now working on degree marketing, student recruitment and setting up partnerships with local industries for student co-op placements. Both degrees will officially launch in September 2014, with first admissions accepted November 2013, however, students can presently enroll in first, second and, in the case of Applications in Mathematics, third year courses.

Physics for Modern Technology - The strong emphasis on the applied nature of physics in technological contexts sets this highly unique program apart from those offered by other Canadian universities. The degree will specifically prepare graduates for immediate employment in areas that match the labour market and industry's needs, such as electronics, robotics, optics, computer programming, process control and business. Although first year course are available in Surrey and Richmond, the program and all upper level courses will be offered on KPU's Richmond campus. Faculty members **Tak Sato** and **Fergal Callahan** will be coordinating the degree launch and identifying partners on campus and externally. One upper level physics lab will be required in the future, with suitable space identified in the Design wing.

Applications in Mathematics - The program will offer students the option for concentration in one of three exciting areas: biomathematics, computational mathematics or mathematics education. Students who choose to focus their studies in biomathematics will graduate from Canada's only undergraduate program of the kind, while the concentration in mathematics education will offer students a unique multidisciplinary approach to the field.

Biology and Health Sciences degrees successfully launched this term with 35-40 students (combined total) in the first intake. Three new faculty members were hired, two on one year contracts (**Simon Duffy** and **Karen Davison**) to develop and teach new HSCI courses and one full time ongoing faculty member (**Carson Keever**) to develop and teach zoologically-based courses. Faculty member **Jane Hobson** will be facilitating the Health Science degree implementation and developing co-op options. The challenge facing these programs is the acquisition of three specialized upper level laboratories by Fall 2015.

The **Sustainable Agriculture** degree continues to be successful with the second intake this Fall of >20 new students, many transferring in from other institutions. The first full time ongoing faculty member

Faculty of Science and Horticulture (FSH)

(Rebecca Harbut) joined KPU in August. Rebecca will be applying for a Canada Research Council Tier II Chair this fall. **Anna Rallings** was hired as the Research and Laboratory Farm Manager and will begin by overseeing the development of KPU's first Research and Teaching Farm on Colony Farm lands in Coquitlam.

Plant Health and **Urban Ecosystems** degrees also launched for the first time this Fall with new 3000 level course offerings. Students entering one of the Horticulture Diploma programs will ladder directly into one of these new degrees in their third year. Two new full time ongoing faculty members (**Kathy Dunster** and **Cameron Lait**) were hired to develop and teach the upper level specialized courses and lead student research. Both come with many years of experience and we are very lucky to be able to recruit such highly recognized faculty.

The **Environmental Protection Technology Diploma Program (EPT)** accreditation from the Canadian Technology Accreditation Board was renewed for another three year term.

This year is the first time that selective entry admission was implemented for the **Certificate in Engineering**. The rationale was to attract high quality students who have the academic preparedness to complete this grueling program in one year, giving them automatic transfer into UBC. We were able to offer selective entry spots to 32 students.

An interdisciplinary group, including representatives from FSH, Faculty of Trades and Technology, School of Business and Chip and Shannon Wilson School of Design, has been working on a proposal for a new Engineering degree. Led by former FSH faculty member **Tom McMath**, the group will be moving forward with a Program Concept for a **B. App. Sc. in Industrial Engineering** this Fall.

Brewmaster and Brewery Management Diploma – The FSH is pursuing the creation of a 2 year Diploma, based on the highly successful program offered by Niagara College. We will join Olds College and Niagara College as part of the National Brewing Program. Program Manager **Hans van de Slagt** is meeting with local breweries to set up partnerships. The program will be located on the Langley Campus and housed within the School of Horticulture. The target is to have the Program Concept reviewed by the Board of Governors in January 2014 with a potential launch in September 2014.

A Faculty-wide Moodle workshop, "Moodle for the Masses" was organized by **Jim Matteoni (Horticulture)** which attracted over 50 attendees. Several faculty members have also been working with AVP Teaching for Learning Diane Salter on innovative and alternate teaching modes.

Langley Campus space changes:

- Several faculty and staff offices moved into Langley 1040 to form a **Faculty of Science and Horticulture General Office** and consolidated presence on the Langley Campus.
- Provincial funding has been secured to convert the former Floriculture lab (Langley 1685) into a **Multi-User Student/Faculty Research Laboratory**. Funding must be utilized by March 31, 2014.
- During the last week of August, the **Anatomy and Physiology** Courses and Laboratory, including faculty and staff, moved from the Surrey Campus to Langley Campus. These courses, serving primarily students in the Faculty of CAHS, have now joined the rest of the CAHS program in Langley.

FSH faculty, staff and students hosted for the first time a booth at **EPIC Festival: Sustainable Living**. This was a very successful recruiting event for the 'Sustainability-focused' programs. July 6-8, Van Dusen Gardens, Vancouver.

The **Institute for Sustainable Food Systems (ISFS)** was created as a parallel to the **Institute of Sustainable Horticulture (Bio-Control)**, a result of the increasing success of both ISH research groups and a divergence of research expertise. **Deborah Henderson** will remain the Director of ISH and **Kent Mullinix** and **Arthur Fallick** will be the Directors of ISFS.

Faculty, Staff and Student Activities:

Karen Davison (Health Sciences):

- partnered with Sociology Instructors Fiona Whittington and Seema Ahluwalia to develop the interdisciplinary course HSCI 1110 – Introduction to Health Sciences.
- collaborator, Nutrition and Mental Health Research in Canada, Setting the Research Agenda (CIHR funded).
- awarded (as co-PI) CF:ICE (Community First: Impacts of Community Engagement) grant from Community Food Security Hub of Food Secure Canada.
- moderator, 'Seeking a Common Vision: Food for a Healthy Population and a Healthy Agri-food Sector', Dietitians of Canada Conference, Victoria.
- presentation, 'Promoting Mental Health: A Role for All Dietitians', Dietitians of Canada Conference, Victoria.
- organizer of The Nutrition and Food Security Network's Organic Community Farm Tour of Saanich Organics, a community of farmers from small, certified organic farms who work together.
- Awarded the Dietitians of Canada Peer Recognition Volunteer Award, June 2013.

- moderator, Canadian Foundation for Dietetics Research Day's Oral Presentations.
- published, 'Energy under-reporting in adults with mood disorders: prevalence and associated factors, Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity', July 2013 [Epub ahead of print]
- presentation by PI of collaborative project at Canadian Public Health Association's 2013 Annual Conference in Ottawa. 'Realist Synthesis of Self-management Interventions for Disadvantaged Populations with Chronic Conditions: Using Multiple Forms of Evidence to Better Inform Policy and Practice.'

Carl Whitney (Biology) was an "attending scientist" doing surveys of forest floor invertebrates in the annual Stanley Park BioBlitz (August 24-25).

Isabelle Aube (Biology) volunteered at the Stanley Park Bioblitz as the Beach Seine Activity Leader (August 24-25).

Greg Harris (Biology – Co-Chair): Ongoing collaboration/research with ISH Regional Food System Design team. Attended Indigenous Food Sovereignty Workshop at UBC.

Ann Marie Davison (Biology) was elected as Co-Chair of the Department of Biology, along side of Greg Harris.

Suzanne Pearce (Chemistry) attended Western Conference on Science Education hosted by Western University in London, Ontario.

Xin Liu (Chemistry) attended Canada International Conference on Education 2013 in Toronto, June 2013. Participated in the Open Textbook Review project, reviewed textbook: 'Organic Chemistry - With a Biological Emphasis.'

Chemistry Department Workshop: 'Communication and decision-making: Building Departmental Protocols' facilitated by Alison Brewin. Attended by all departmental members.

EPT students worked with the **Burns Bog Conservation Society** to develop a model by-law for ecologically sound peat removal, as part of their ENVI 2405 Environmental Legislation project. The students presented their project to the Society's board members, staff and Executive Director **Eliza Olsen**.

EPT students and faculty participated in a worm composting workshop delivered by Cuban graduate student **Dilier Vicedo** along with staff from ISH on July 18. **Paul Richard** and **Dilier Vicedo** are currently working on a scientific paper on the effect of cultural management on soil physical properties.

Paul Richard (EPT) addressed a group of 60 students at John Oliver Secondary, Vancouver, about environmental and sustainability careers.

Andrew Frank (EPT) presented a paper titled, "Mediating Climate Change, Engaging Audiences: Lessons from The Climate Reality Project" at the Canadian Communication Association annual conference at the Congress of the Humanities and Social Sciences in Victoria, B.C. and again at the 40th Anniversary Conference of the School of Communication, Simon Fraser University.

Andrew Frank gave a 20-minute interview with Vancouver Co-Op Radio's *The Rational*, discussing pipeline and oil tanker politics in British Columbia.

Graham Rankin (Math) gave a presentation, *Students' Understanding of Angular Speed*, ICPE Conference, Prague, Czech Republic.

John Inglis (Math - Chair) completed his Honours thesis towards my BA in Romance Studies at UBC.

Judy Bicep (Math) presented, 'Thinking in College Algebra' at the Learning Specialists Association of Canada in May.

Tak Sato (Physics): Presentations:

T. Sato, *Imaging the Moon II: Webcam CCD Observations & Analysis (a two-week lab for non-majors)*, at the Annual Meeting of the Astronomical Society of the Pacific, San Jose, CA.

T. Sato, R. Evans, and J. Lang, *Demonstration: Remote Operation of Console Controlled Labs for Undergraduate Science*, at Educational Technology Users Group Workshop, SFU Burnaby.

R. Evans, **T. Sato**, and J. Lang, *Bringing Open Lab Science Courses to Life, (or Not)*, presentation at Educational Technology Users Group – Spring Workshop 2013, SFU Burnaby.

Tak Sato and Tyron Tsui (Physics) reviewed physics textbooks for the BC Campus Open Textbook project.

Deborah Henderson (Institute for Sustainable Horticulture) presentations:

June 17: "Biocontrols and how to use them in the Landscape" BC Landscape and Nursery Association Professional Development event for Landscape members.

July 23: "The promise of Biocontrol: Developing natural biopesticides based on native fungi and insect viruses". Perennial Plant Association: 31st Annual Perennial Plant Symposium. Vancouver.

August 8: "Sustainability Initiatives: Addressing IPM Standards". Informa Life Sciences Crops and Chemicals Conference: Biopesticides section, Raleigh, North Carolina.

August 12: "Efficacy of a Cuban *Spodoptera frugiperda* MNPV in laboratory assays and preliminary field trials". International Society for Invertebrate Pathology, Pittsburgh, USA.

Deborah Henderson, grants awarded, notifications received in May-September reporting period:

- In collaboration with Dr. Jenny Cory, SFU, Engage grant. "Assessing the effect of co-infections of *Bacillus thuringiensis* and a nuclear polyhedrosis virus on normal and Bt resistant loopers". \$25,000.
- NSERC ARD Level 1 "Developing effective natural biopesticides from neem oil". With industry partner Terramera Inc. \$25,000.
- NSERC ARD Level 1 "A new biofertilizer from insect frass and chitin Phase I". with industry partner Industrious Nature Technologies Inc. \$25,000 NSERC, \$1000 industry contribution.
- BC Greenhouse Growers Association, funding from IAF Small projects Program. "Registration data package for a viral biopesticide for the invasive Beet Army Worm". \$9775.
- Ministry of Agriculture Growing Forward 2, Provincially Significant Projects program. "Developing BC beneficial fungi as new biofungicides: Trichoderma blends (pilot stage)". \$44,970.

Faculty of Science and Horticulture (FSH)

- NSERC ARD Level 1 “Crop response to LED-based light spectra” with industry partner Quanto Tech Solutions Ltd. \$25,000 NSERC, \$2000 industry contribution.

Greenstar Plant Products Inc. donated over \$25,000 worth of lab equipment to ISH lab and Langley student multi-purpose research lab.

Deborah Henderson and Dean Betty Worobec met with Chris Bush (ACES Agricultural Centre of Excellence in Sustainability) regarding the development of the BC Centre for Resource Innovation. KPU has been identified, along with UBC as academic partners. The mandate is to create a world class centre of applied science and integrative systems focusing on bio-resources.

Deborah Henderson became a member of the Advisory Board for Ecoaction Innovative Solutions Inc.

Deborah Henderson supervised and hosted Cuban Graduate Student, Dilier Olivera at ISH (with Students for Development funding). April 28 – August 30, 2013.

Deborah Henderson supervised one Semiahmoo Secondary Grade 12 International Baccalaureate student in the ISH lab working on her IB science project .

ISH became a sponsor for **Sustainability Television (online)**.

The **School of Horticulture** is partnering with **3 Bee Honey** by hosting two hives at the Field Lab. 3 Bee Honey made bi-monthly visits educating us on the correct care and maintenance to keep a healthy and productive hive.

School of Horticulture partnered with **Langley Heritage House**. We have an ongoing relationship in which we donate plant material and garden expertise aiding in the maintenance of the grounds.

Faculty, staff and students from the **School of Horticulture** continue to run the **Douglas Park Community School/KPU Garden Program**. This program has been offered for 6 years. Children who have completed their K-5 schooling at Douglas Park have participated in gardening at KPU every year of their young academic careers.

The **School of Horticulture**, under the leadership of instructor **Betty Cunnin**, is partnering with the **Fraser Valley Heritage Railway Society** to landscape the new station in Cloverdale. The School of Horticulture Landscape Design students created a number of hanging baskets which are currently on display at the station. The students are also developing a landscaping plan for the heritage station is set to be complete in December 2013.

Landscaping Apprenticeship Program student **Kevin O'Connor** and **Jason Thompson, Turf Management Diploma student**, competed as a team at the Skills Canada National Competition (Vancouver, June 5-8) to take bronze in the Landscape Gardening category.

Carol Barnett and **Gary Jones** were elected as **Co-Chairs of the School of Horticulture**, beginning on September 1. This reflects a major governance change within the School, which previously had three Program Coordinators. The switch to Chairs is in preparation for the conversion of the Associate Dean of Horticulture to an Associate Dean of Science and Horticulture who will have an increased portfolio overseeing the entire Faculty of Science and Horticulture.

Shelley Murley and Rob Welsh (Horticulture) hosted:

- BCGGA Greenhouse Production Seminars.

Faculty of Science and Horticulture (FSH)

- Certified Landscape Technician practical exams.
- an Access Programs for people with Disabilities student (6 wks, 5 hrs per day).
- a Faculty of Academic and Career Advancement student (2 wks, 6 hrs per day).
- Supply and Business Services annual Department meeting at the fieldlab golf course gazebo gardens.
- weekly veggie and flowers sale – open to the public and KPU community.
- worm composting workshop delivered by Cuban exchange faculty Dilier Vicedo.

Shelley Murley, Lori Karr and Rob Welsh: ongoing research project studying the use of biochar in horticulture.

Shelley Murley is working with a group of students from the Psychiatric Nursing Program and their instructor on project for the Surrey Urban Mission.

Shelley Murley and **Rob Welsh** are members of the **KPU Green Energy Team** partnering with Facilities to look at our current energy uses and ways to reduce energy uses for the School of Horticulture Field Lab.

Shelley Murley and **Rob Welsh** were both nominated by the BC Landscape and Nursery Association as 'Educator of the Year'.

Stan Kazymierchyk (Horticulture) hosted a booth at the Sportsturf Field Day in Langley, August 29.

Stan Kazymierchyk attended Western Canada Turfgrass Association Board meetings in Kamloops, along with the BC Golf Superintendents Association meetings.

Stan Kazymierchyk gave a presentation, "Sustainable Golf Course Management", B.C. Golf Superintendents Assn meeting, Prince George.

Poonam Singh (Horticulture) participated in molecular biology training at the Michael Smith labs, UBC.

Poonam Singh, during a recent trip to India, met Dr. Vandana Shiva to discuss opportunities for research collaborations, faculty mobility programs, inviting guest speakers, and student exchange programs across India and Canada. Vandana is a major leader in India and worldwide, in ecological farming.

Carol Barnett (Horticulture) hosted the North American Perennial Plant Growers at a recent symposium.

PJ Burns (Horticulture) completed his MA in Environmental Education and Communication at Royal Roads University.

Tony Puddicombe (Horticulture) is a Citizen Scientist with the Environmental Youth Alliance. He did biweekly inventories of native bees and honeybees in Vancouver.

Tony Puddicombe edited the classroom resources for the Horticulture Red Seal Program.

Arthur Fallick (ISFS) was awarded a Katalyst Research Grant by KPU (\$39,589.80) for the project *Planning, Policy and Governance for a Regional Food System Design*. The funding supports research in the Institute for Sustainable Food Systems.

At the request of the VP Academic, **Arthur Fallick** has been engaged in facilitating planning process and co-writing the draft of the Academic Plan that will complement the Vision 2018 Strategic Plan. The intent is to circulate the draft AP across the university in mid-September and have it be endorsed by Faculty Councils and Senate who will pass it on to the Board, by the end of 2013.

Caitlin Dorward (Sustainable Agriculture and ISFS) conducted focus group sessions and personal interviews of Carcross-Tagish Nation members in Carcross, Yukon for the Yukon Food System project. Caitlin, along with **Kent Mullinix**, co-authored the Journal of Agriculture, Food Systems and Community Development publication, *Beyond protection: Delineating the economic and food production potential of underutilized, small parcel farmland in metropolitan Surrey, British Columbia*.

Cornelia Sussmann (ISFS) represented ISFS at the Vancouver Food Policy Council meetings. Cornelia and **Kent Mullinix** met with Vancouver Parks planner Lindsay Cole, and Melanie Kurien, Provincial Manager Food Security, Population and Public Health, regarding engagement in the Bio-regional Food System project.

Anna Rallings (Sustainable Agriculture) and **Chris Thoreau (Richmond Farm School)** organized and staffed an information booth for BASc Sustainable Agriculture and Richmond Farm School programs at annual Car-Free Day event in Vancouver, the Maple Ridge-Pitt Meadows Country Fest in Maple Ridge, and the PNE Agriculture in the City exhibit.

Anna Ralling and Kent Mullinix (Sustainable Agriculture) finalized the license for 15+ acres of Colony Farm Regional Park for development of the Research & Education Laboratory Farm for the BASc Sustainable Agriculture program.

Chris Thoreau (Richmond Farm School) organized and supervised construction of a new greenhouse at the Sharing Farm in Richmond, BC. Students learned greenhouse construction, enhanced their learning site with the new building and contributed to the community by expanding the Sharing Farm's production capacity.

Dawn Morrison (ISFS) presentations:

- Food Secure Canada Platform on 'A Right to Food in Canada', a web based panel presentation to Olivier De Schutter, the UN Special Rapporteur on the Right to Food.
- UBC Aboriginal Health Research Forum – Participated in discussion with First Nations Health Authority representatives regarding 'Transforming First Nations Health Governance and Redefining Health Research'.
- Canadian Association of Food Studies Conference – Panel Presentation on Indigenous food sovereignty related research collaborations.
- Forrex webinar – participated in Indigenous Peoples Biocultural Adaptation to Climate Change – Indigenous Knowledge Web portal discussion.
- City of Vancouver Aboriginal Reconciliation Summit – participated in roundtable discussions on how to reconcile within the land and food system.
- BC Food Systems Network Gathering – Project presentation with Andrew Frank, about ISFS.
- Vancouver Food Policy Council – Working Group on Indigenous Food Sovereignty Meeting, Presentation: Indigenous Food Sovereignty in Vancouver and the Bioregion

Kent Mullinix is working with Tsawwassen First Nation planner (Kristen Elkow) to develop a TFN Farm School.

Kent Mullinix is co-supervisor for two UBC MSc students and on the MSc Advisory Committee for two UBC and one UNBC students. Kent also supervised and supported work of two UBC interns executing a project for the Small Scale Food Processors Association.

Kent Mullinix (ISFS and Sustainable Agriculture) has been appointed Editorial Board member, North American Association of Teachers of Agriculture Journal and is the Canadian Regional Director of the North American Association of Teachers of Agriculture.

Kent Mullinix presentations:

- at the BC Nature Spring Conference and AGM, 'Sustainable Food Systems for the 21st Century: Challenges and Opportunities'.
- Workshop for Environmental Youth Alliance, Tree Fruit Crop Load Management.
- for Cooldrinks North Shore, 21st Century Food Systems and the Bio-regional Food System project.
- at Canadian Association for Food Studies Conference, Bio-regional food systems.
- Workshop for Environmental Youth Alliance, Summer Orchard Management.
- to Garden City Lands Conservation Society, Sustainable Agriculture at KPU and Development of a Laboratory Farm on Garden City Lands.
- to Surrey Board of Trade Environment Committee, Bio-regional Food System project.
- to B.C. Agricultural Land Commission Board of Directors on the Bio-regional Food System project.
- Workshop for City of Richmond, Small Fruit Integrated Pest Management.
- to B.C. Institute of Agrologists, Vancouver Branch; Food Security in BC: Personal to Planetary
-

Kent Mullinix met with:

- the College of the Rockies re: development of a Farm School and potential KPU collaboration.
- Director and staff of Fraser Health, re: Bio-regional Food System project.
- Surrey Councilor Linda Barnes, re: Bio-regional Food System project.
- Delta MLA Scott Hamilton, Delta Councilor Ian Paton and Delta Farmers Institute Executive Director Robert Butler, re: Bio-regional Food System project.
- City of Richmond Parks Director, re: Laboratory Farm on Garden City Lands.

Faculty of Science and Horticulture (FSH)

- Melanie Kurien, Provincial Manager Food Security, Population and Public Health, re: Bio-regional Food System project.

Betty Worobec (Dean, Faculty of Science and Horticulture) is co-chair, with **Karen Hearn (Director of Facilities)** of the newly assembled KPU Environmental Sustainability Committee. The committee is made up of faculty, staff and students. The mandate of the Committee is to facilitate, advise, advocate and enable the implementation of integrated environmental sustainability activities at KPU. Business co-op student **Saima Zaidi** was hired over the summer to conduct and report on KPU-wide sustainability programs and initiatives. Her report will be launched at a campus-wide Sustainability week (October 21-25) to coincide with National Campus Sustainability Day. A donation from Fortis BC will be used to hire a student research assistant to plan the events and research sustainability awareness at KPU.

Betty Worobec will take over from Gordon Lee as the KPU United Way Leadership Campaign Chair.

Faculty of Community and Health Studies (CAHS)

The Faculty of Community and Health Studies (CAHS) offers a range of programming in the areas of nursing, education, assessment, and professional studies. It includes the following credit offerings:

1. Bachelor of Psychiatric Nursing (*BPN*)
2. Bachelor of Science in Nursing (*BSN*)
3. Bachelor of Science in Nursing – Post Baccalaureate (*BSN-PB*)
4. Critical Care Nursing Certificate (*CCNG*)
5. Graduate Nurse: Internationally Educated Re-Entry Certificate (*GNIE*)
 - Graduate Nurse Qualifying Certificate (*GNQU*) – *on hold*
6. Graduate Nurse: Re-Entry Citation (*GNUR*)
7. Health Care Assistant Certificate (*HCAP*)
8. Health Unit Coordinator Certificate (*HAUC*)
9. Professional Studies
10. Special Education Teacher Assistant Certificate (*SETA*)

1. **BACHELOR OF PSYCHIATRIC NURSING (BPN):**

- Stenberg College diploma of Psychiatric Nursing program articulation with the Bachelor of Psychiatric Nursing (BPN) program, CAHS has been reviewed and is work in progress. It will be on the agenda(s) of S2C2 and the Senate AP&P Senate Standing Committee in September 2013.
- Established a few more new non-traditional placements for semester 1 & 6 for the academic year 2014/15.
- BPN is currently engaged in a community project to develop a library, wellness center and a community garden with the help of some semester 1, 3 and 5 students at the Surrey Urban Mission, in Surrey BC for the homeless and the marginalized groups in the area. This project is supported by the Horticulture department of KPU and scheduled to be completed by Mid-October 2013. This project is a contribution to reduce the stigma on mental illness and poverty.
- A BPN contract faculty member, Lynn Musto, presented a paper at the International Council of Nurses (ICN) in Melbourne, Australia in May/June 2013. Topic: Fostering a

supportive moral climate for health care providers: toward cultural safety and equity
 P.A. Rodney, A. Almutaira, L. Musto.

- BPN recruited another (FTE) regular full time faculty member in August 2013. Program has now 9 FTEs and 1 regular PTE faculty member along with 5 contract faculty members and 134 regular students in summer semesters 1, 3, 5 and 7.

2. BACHELOR OF SCIENCE IN NURSING (BSN):

Attrition across the BSN Program

Year	Semesters	Number of Students	Comments
One	One	32 <i>(not included in the total)</i>	This semester did not run over the Summer. This is the expected number to enter in the Fall
	Two	26	2 students withdrew for personal reasons 2 failed Biology 1260
Two	Three	29	Cohort of Sept 2012-Jan 2016: This semester did not run over the Summer The BSN Progressions Committee will be meeting later in the week to fill in the seats for the Fall
	Four	31	No change in numbers – all students were successful
	Consolidated Practice 2	27	This was the last running of this course. No change in numbers – all students were successful
Three	Five	23 ↓	<u>End of April:</u> (cohort of Jan 2011-May 2014) This semester did not run over the summer
	Six	23	No change in numbers – all students were successful <ul style="list-style-type: none"> • Four students from Napier Scotland joined the NRS 3241 Nursing Practice 6 course for 5 weeks. They did their practice in community health.
	Consolidated Practice 3 & 4 (CPE 3 & 4)	31	CPE 3 is a preceptorship experience in acute care CPE 4 is a preceptorship in the community No change in numbers – All students were successful
Four	Seven	↓ ↓ ↓	<u>End of April:</u> (cohort of Jan 2010-May 2013) All students successful and progressed into Semester 8 in May This semester did not run over the Summer
	Eight	30	This is the final preceptorship in either acute care or community. No change in numbers – all students were successful in

Year	Semesters	Number of Students	Comments
			completing the BSN Program on August 9 and will convocate in October
Total as of August 26:		138 +29 (who are in semester off) + 32 expected into Semester One = 199 (added only numbers in red & larger font) <u>Note:</u> this total of 199 will be similar to the March-May 2013 report after the BSN Progressions Committee meets later in the week to fill in the three seats for the Fall Semester 3. The total will then be 202.	

Admissions

Monthly information sessions are incorporating feedback from Faculty and potential students by having more discussion about the role of the nurse, as well as small-group break outs, a tour of CAHS and a short presentation from current students.

Follow-up to above Info Sessions:

- Attendance is at 20-30 people per session. Based on feedback from BSN faculty and BSN Admissions committee, we are looking at making these sessions mandatory. This will enhance new students in their transition to the nursing program and the profession of nursing.

Curriculum

In this period the BSN faculty has continued updating the seven key elements of the philosophy, conducting literature reviews and revising the narrative.

- The Chair of Curriculum and additional faculty within CAHS were supported to attend the Canadian Association of Schools of Nursing (CASN) Conference held in Vancouver June 24-26. As part of this conference, Faculty participated in the workshop dedicated to reviewing how the licensing exam will differ come 2015. Work continues on selecting study and review guides to support student success in writing the license exams. The Faculty teaching pathophysiology trialed a learning package from Lippincott and summarized student evaluation data on this tool which will be considered with the two other resources from Elsevier and Health Equity Initiative (HEI).
- The faculty working group on development of ways to formally include pharmacology within the BSN program submitted their recommendations to the BSN Curriculum committee in July. The Committee had a preliminary look at the document and has tabled it for the September meeting at both Faculty and Curriculum for consideration.
- Work continues on gathering data to support our decision to acquire accreditation from the Canadian Association of Schools of Nursing (CASN). For example, the faculty from Semesters 2, 4, 6, and 8 has recorded examples of how BSN students meet the three standards that CASN will be evaluating the BSN program against. The Curriculum committee will be examining the data in September to guide faculty in where we have strong evidence and where we still may need to record evidence. Therefore, Semesters 1, 3, 5 and 7 faculty will continue the same tracking process this fall. One and a half days

are scheduled for August 27-28 for faculty to complete the revision of the performance appraisal forms across all 4 years of the clinical courses. In addition, the themes on end of life care have been tracked to ensure the appropriate learning outcomes are achieved by students. The integration of Leadership across the program is in progress.

Program Evaluation

BSN faculty has worked hard to complete an ambitious Program Evaluation Plan for 2013 – over 30 Focus Groups and several on-line surveys were done between April and August. This year's Plan entailed routine evaluation of two cohorts of graduates of the old Collaborative BSN Program as well as close monitoring of how students are doing in each Semester of the Revised BSN Program.

Collaborative BSN Evaluation

- 32 Collaborative Graduates (APR 2013–May 2013 Convocation) received the Program Completion On-Line Survey (via IA&P) and attended Faculty-conducted Focus Groups. Their feedback supports the value of highly supportive faculty, and provides valuable feedback on Curriculum, most notably the need for enhancing support across the curriculum to apply prior learning from Biology & Pathophysiology courses, and their wish for a formal Pharmacology course.
- In June, 29 Collaborative Graduates of Spring 2012 were invited to complete the 1-Yr Follow-Up On-Line Survey (via IA&P - Results pending) plus 9 attended Focus Groups lead by Faculty. This was a diverse cohort with students from two different intakes plus transfer students from other agencies. Notably, participants agreed that ``KPU faculty want their students to succeed`` and stated they are proud to have graduated from KPU. Their wonderful stories of `living the curriculum` as new graduates clearly highlighted the importance of delivering a caring curriculum that supports students who are not successful, while building capacity for success.
- 30 Collaborative BSN Graduates (August 2013 – October 2013 Convocation) received the Program Completion On-Line Survey (via IA&P - Results pending); 29 of 30 attended faculty-led Focus Groups. (These results are just coming in.)
- Plans are in place to do On-Line Survey and Focus groups with Collaborative Graduates of Summer 2012 in Fall Term (end of September, 2013).

Revised BSN Program

- Three Cohorts have been admitted to the Revised BSN Program (starting in January, 2012), with the first cohort having just completed Semester 4; both second and third cohort have now completed two Semesters.
- We evaluated all three groups each term via small faculty-led Focus Groups (8-11 per group) to ensure that we track students` perceptions of their Program and Faculty have opportunities to evaluate how students are progressing across the Revised Program. This aids our Curriculum work on leveling of students for the purpose of developing better tools for clinical evaluations.

- Now that we have three cohorts evaluated, work is under-way to also survey Faculty who are teaching in the Revised BSN for their perceptions on student progress.

Simulation

- The simulation lab remained open through the summer, but with modified hours.
- A preliminary meeting was held with Fraser Health Authority (FHA) to discuss a joint research project around using simulation as a teaching tool for assessment of post-operative respiratory depression.
- As well, an Alzheimer's disease simulation for second semester BSN students was completed using the home care lab with faculty as 'simulated' patients.
- There were three tours through the simulation lab this summer.
 1. The first was organized with the semester 6 BSN students for the community based PUCKS' group and future health care providers. They practiced on the simulators, used the pig's lungs to learn about the effects of smoking and learned the six steps to good hand hygiene.
 2. The second tour involved Langara faculty/dean and architectural team. They toured nursing labs and simulation labs as they are in the planning stages of their new building. They were interested in exploring what works well in our labs, what we have learned, and how KPU and CAHS are adapting.
 3. The final tour was with the Township of Langley and a delegation from Taiwan.
- Finally, a research project with the National League of Nursing Program is being developed. This will involve five schools of nursing (4 USA and KPU). The project will explore the effects of a deliberate practice debriefing model during a response to rescue simulation. The project is proposed to run during Fall 2013 and Spring 2014

Update on Research and Scholarship

On June 3, the following BSN faculty presented at the Nursing Research: Building Collaborations between Fraser Health and Academic Institutions:

- Balbir Gurm: NEVR (Network to Eliminate Violence in Relationships)
- Amandah Hoogbruin: Pay It Forward: Collaboration in Research
- Judy Lee: BC Children's Hospital, Fraser Health Authority, and Kwantlen Polytechnic University Project: Youth to Youth Violence: Working Together to Care for Youth and Families: Collaboration among Three Distinct Communities in Practice and Education
- Sherilyn Sweeney and Arleigh Bell: Low Frequency-High Risk Practice Based Competencies for Nursing Skills

3. BACHELOR OF SCIENCE IN NURSING – POST BACCALAUREATE (BSN-PB):

- 37 students have been accepted into Semester 1 for our second cohort.
- Three faculty have joined the program to teach Semester 1 and 4.

- June 3rd, June Kaminski met with Diane Salter, a guest Instructional Designer and other faculty in Design and Human Resources to showcase how the Mahara eportfolio software is used in the BSN-PB program.
 - June 11th, June Kaminski met with CAHS administration and two Apple representatives to plan a custom online Apple store for BSN-PB and other CAHS students.
 - June 26th in Vancouver, Jean Nicolson-Church and June Kaminski presented a concurrent session focused on the BSN-PB program entitled *Blended Learning for Nursing Education - Re-igniting the Nightingale Lamp with ICT* at the Canadian Association of Schools of Nursing Conference.
- July 9th, June Kaminski led a session with USA nurses from Healthcare without Harm related to the health and environmental risks of the proposed Keystone XL pipeline expansions.
- Course development for Semesters 4, 5, and 6 are underway.

4. **GRADUATE NURSE INTERNATIONALLY EDUCATED (GNIE):**

- 34 students completed the GNIE program in August. A pot-luck and pinning ceremony was held on August 7.
- 35 students have successfully completed Semester 1.
- No student attrition, summer semester 2013.
- 35 students are registered to begin GNIE in September. All students were sent an email/letter advising them that having a personal mobile computing device is highly recommended.
- New curriculum changes to GNIE will start in September
- The January 2014 intake is full (35 students) and 23 students are qualified and on the waitlist. If not offered a seat in January, they will need to reapply.
- Canadian RN Exam in June, of GNIE graduates writing for the 1st time, 87% passed.

5. **GRADUATE NURSE RE-ENTRY (GNUR):**

- Six students commenced preceptorship within this time frame and 3 have completed. The remainder will complete in September.

6. **HEALTH CARE ASSISTANT PROGRAM (HCAP):**

<u>Students</u>	<ul style="list-style-type: none"> • 15 Graduates from January 2013 intake. • Significant attrition early in program. Students dealing with acute Mental Health issues. Early Alert being utilized consistently by faculty. • One student withdrew late in program r/t a legal issue. NCG granted for final practicum. Student plans to appeal grade.
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<u>Program</u>	<ul style="list-style-type: none"> • 32 students registered for September 2013 intake, full class • Changes to final practicum were successful, students spent two weeks in Assisted living due to lack of mentors at Bayshore Home Support. Feedback from students and placements positive.
<u>Faculty</u>	<ul style="list-style-type: none"> • No changes

7. **HEALTH UNIT COORDINATOR (HAUC):**

Nil Report.

8. **PROFESSIONAL STUDIES/INTERNATIONALLY EDUCATED NURSES (IEN) ASSESSMENT SERVICE of BC:**

- There were no new programs offered during this reporting period at the BC IEN Assessment Service/Professional Studies (PS) Office.
- The BC IEN Assessment Service resumed assessing internationally educated nurses (IENs) for the BC Ministry of Health in July under a new contract agreement.
- During this reporting period, negotiations were underway with the College and Association of Registered Nurses in Alberta (CARNA) to provide substantially equivalent competency (SEC) assessments for IENs seeking licensure in Alberta. The BC IEN Assessment began receiving referrals for assessments from Alberta in August.
- Program offerings continued in Professional Studies over the summer while planning for further offerings was explored.

9. **SPECIAL EDUCATION TEACHING ASSISTANT (SETA):**

- Since SETA does not hold classes during the summer months, there is little program information to report. That said there have been some developments this summer.
- SETA continues to attract students from across the Fraser Valley and the Lower Mainland. The two fall, fulltime cohorts filled in the spring with the waitlists as strong as they've ever been. The part-time cohort filled in June.
- Curriculum changes are underway with two course changes having been approved and implemented for the fall. Faculty had a self-supported retreat in August, at which time priorities for curriculum review were set. The most significant change will be the name of the program. We will be proposing that "Special Education Teacher Assistant" program be changed to "Education Assistant" program, in order to reflect current practice and trends in the field. The scope of practice of an Education Assistant is much broader than both Special Education and teacher assistance. In addition, the trend in post-secondary institutions as well as by employers is to update their respective programs and job titles to Education Assistant.

Faculty of Community and Health Studies (CAHS)

- SETA posted and hired for a newly created .5 position. The successful candidate, Nancy Norman, has held a contract faculty position in SETA for several years. She is currently completing her doctoral thesis in Special Education at UBC on Social Emotional Learning (SEL). Her expertise is a huge asset to SETA, in that SEL is now a part of provincial curriculum; school districts are responding not just in terms of curriculum but also with some administrative role descriptions being changed. SETA is poised to be a leader in training Education Assistants in this critical curriculum.
- Sylvia Woodyard resumed the position of SETA Coordinator as of July 1, 2013, and looks forward to serving students and faculty in the 2013/14 year.

Office of Advancement

Development Office

Record Donations for 2012/2013

The final audited donation numbers for 2012/2013 are complete and donations are up by 32% from last year marking the seventh year of record donations. This year total income for the Foundation was \$4.6M. The Foundation endowment has now doubled since 2006 and is now \$12.2M.

Major Donations:

Donor	Amount
VanCity EnviroFund	\$75,000
VanCity	\$50,000
RBC	\$30,000
Mak Sandhu and Prestige Irrigation Systems Endowed Award	\$20,000
Paul Oei & Loretta Lai Endowed Award	\$20,000
John Fluevog “Unique Soles” Award	\$10,000.00
Change of Phase Consulting Group Award	\$5,000
Arjan Singh Bhatti Memorial Award	\$5,000
2013 Soccer Nationals	\$27,000 of cash & inkind support
Distinguished Alumni Awards	\$12,500 of cash & inkind

\$300,000 from the Real Estate Foundation BC was secured in 2012, contingent on the project securing matching funding from other sources over a three time span. Currently, only one year into the three year project, \$206,087 in matching funding has been secured, in part due to the Vancity Enviro Fund Award listed above.

Award Ceremonies:

School of Business Awards Ceremony – Wednesday, Sept. 25; Surrey Arts Centre

25th Annual Scholarship & Award Ceremony – Wednesday, Nov. 13; Crown Palace, Surrey

Chip & Shannon Wilson School of Design Award Ceremony; Thursday, Nov. 21; John M.S. Lecky UBC Boathouse, Richmond

Stewardship Events:

June – RBC cheque presentation to recognize their gift of \$30,000 toward Phoenix Kwantlen Learning Centre Aboriginal Adult Basic Education.

August – Chip and Shannon Wilson School of Design Pre-view Event to bring together design team, Richmond community, KPU community, and media around latest ideas for the building. The event attracted Mayor Brodie, Chip and Shannon, and media coverage of the event included the Vancouver Sun, The Province, and the Richmond Review.

September – Vancity Envirofund cheque presentation to recognize their gift of \$75,000 toward Kent Mullinix's Bio-Regional Agro-Food System Project. Kent's team is presenting on the project at the North Delta Vancity branch, and a partnership with Delta Elementary Schools will be highlighted. Media is being advised to attend.

External and Government Relations

Provincial government activities focused on communicating with the KPU MLAs and the newly appointed government ministers. Letters from the president were sent to all, along with a copy of Vision 2018 and a promise to connect personally in the fall (once the House dissolved and local offices are set up).

Constituency and ministerial contacts continue to be compiled and visits made as offices open.

President Davis, Board Chair Gord Schoberg, and KPU Graduate Intern Keri Van Gerven travelled to Victoria to have lunch in the legislative dining room with AVED Minister Amrik Virk, who later introduced them in the public gallery.

Local events allowed informal conversations with AVED Minister Amrik Virk; Education Minister Peter Fassbender, Natural Gas Minister Rich Coleman, Minister of Children and Family Development Stephanie Cadieux, MLAs Gordon Hogg, Linda Reid; Marvin Hunt, Sue Hammell, Bruce Ralston and Harry Bains.

Local government activity included President Davis presenting Vision 2018 to Langley Township Council. Marlyn Graziano and Jim Pelton met with White Rock Mayor Wayne Baldwin and city planner Dan Bottrill. Regular discussions continue with the City of Surrey's Economic Development department. Marlyn Graziano received an introduction to the Invest North Fraser economic partnership (Pitt Meadows and Maple Ridge), along with an invitation to participate on the North Fraser Education Task Force.

KPU also hosted a delegation from Ha Tinh, Vietnam. This was done at the request of the Township of Langley, which is pursuing a sister city arrangement with Ha Tinh.

KPU Events:

Table Matters, a dinner and conversation event focused on education issues. Guests included executives from our region's school districts and Surrey-White Rock MLA Gordon Hogg. This event was hosted by President Davis.

Surrey Board of Trade Business to Business Networking evening: Held in the atrium in Surrey Main. Over 100 guests attended. President Davis presented Vision 2018 and Josh Mitchell gave an overview of the upcoming CCAA Women's Soccer Nationals.

Open Doors: a City of Surrey initiative where residents are invited to explore local institutions.

KPU-sponsored Events:

Surrey Board of Trade Top 25 Under 25 Awards

Greater Langley Chamber of Commerce golf tournament

Richmond Chamber of Commerce golf tournament

Maple Leaf Awards

Guests at Spring Convocation:

Minister of Children and Family Development Stephanie Cadieux, White Rock Mayor Wayne Baldwin and his wife Jane, Surrey Board of Trade CEO Anita Huberman and event marketing coordinator Brianne Colbert, Langley School Board Chair Wendy Johnson, MPs Jasbir Sandhu and Jinny Sims, and former Surrey-Tynehead MLA Dave Hayer and his wife Isabelle.

Community Outreach:

Grandview Heights Campus of Learning planning session, Surrey Children's Festival VIP breakfast, Canada-India Business Council dinner, the Community Leader Awards (Surrey), Surrey Board of Trade AGM, Cloverdale Chamber of Commerce luncheons, Greater Langley Chamber of Commerce Open Late for Business event, South Surrey-White Rock Chamber of Commerce BBQ, Women of Distinction Awards (Surrey Mayor Dianne Watts, Richmond East MLA Linda Reid and Surrey Board of Trade CEO Anita Huberman all nominated), Downtown Surrey BIA FAM tour, Creative Economy Summit – Business and the Arts (president Davis was a panelist for this Surrey Board of Trade/City of Surrey event).

New Advancement Officer

Corry Anderson-Fennell joined the Advancement Office on September 9. Her focus will be on public relations, along with expanding our external relations in Richmond, a community she knows well. Corry was most recently a communications specialist with Surrey Schools. Prior to that she was a communications officer with the B.C. Society for the Prevention of Cruelty to Animals. A journalist by training, Corry was editor at the Richmond News, Surrey Now and Sunshine Coast Reporter. She began her journalism career as a reporter at the Delta Optimist. Corry is a Kwantlen College alum, graduating with a Certificate in Journalism in 1989.

Alumni Relations

Planning for the 2013 Distinguished Alumni Awards luncheon taking place on October 24 at the Eaglequest Golf course banquet is underway. The event will recognize alumni who have enhanced the reputation of the University through their outstanding achievements. There are sixteen nominations submitted for this year's awards to date. It is anticipated that there will 150-200 guests in attendance. Award recipients will be selected in late September. A selection committee for the awards is being formed, which includes alumni at large, past distinguished alumni award winners, staff, faculty, and members of the KPUAA Board of Directors. The committee will meet once in late September to help select the winner for this year's awards and make a recommendation to the KPUAA Board.

Greetings for this event were requested from Prime Minister Stephen Harper, Premier Christy Clark, Surrey Mayor Dianne Watts, Langley Mayor Peter Fassbender, Richmond Mayor Malcolm Brodie, Whiterock Mayor Wayne Baldwin, Delta Mayor Lois Jackson, Township of Langley Mayor Jack Froese. All have responded and have sent their greetings, which will be included in the program of the event.

A fall alumni mixer is being held in late September. The event provides an alumni-alumni networking opportunity. This event was previously called homecoming and has successively taken place for the last three years. This new format is being introduced in its fourth year to increase participation.

The alumni office helped secure two new affinity partnerships for the KPUAA. One offers discounted car rental services and the other offers discounted group travel services for alumni. The alumni association previously had one affinity partner which helped generate revenue for the association to execute activities that engaged the alumni body. There are other affinity partnership proposals in the queue which require additional research and negotiations at this time.

The alumni monthly electronic newsletter now in its third year being sent to about 23,000 contacts saw an increase of close to 5% (4.9%) in the month of July in comparison to last year. Each edition of this publication includes a message from the KPUAA chairperson, tools for success articles, a Live Well column, information about alumni related events, and KPU news. The readership increased from 9.4% in July 2012 to 14.3% in July 2013.

The alumni office has been working on a Direct Mail campaign since earlier this year to engage and solicit gifts for the University from its alumni. The campaign has been put on hold until later this year or early 2014 due to KPU's recent media coverage as this may impact the success of this mail campaign.

A University Chancellor Search Committee has been created and is in the process of finding suitable candidates for this appointment. The alumni association is responsible for recommending a replacement for our current chancellor upon the completion of his term.

Information and Educational Technology (IET)

1. Strategic Initiatives

1.1 Student Experience

1.1.1 Re-development of web-enabled Plant Database web application

Completed the re-development of Horticulture's Plant Database with mobile web capability, enabling students to utilize the application for plant identification in the field. The mobile enabled web application will be deployed by Fall 2013.

1.1.2 Class Climate – myKwantlen Integration

In collaboration with IAP, completed the project to integrate Class Climate student surveys with MyKwantlen channels. The goal is to increase response rates by providing students with easy access to all surveys they are asked to complete through the myKwantlen portal.

1.1.3 Online Advising Appointment (TutorTrac)

In collaboration with Student Affairs, implementing TutorTrac software for self-service online appointment for advising. Go-live is scheduled for Fall 2013.

1.1.4 Restoration of Credit Card Payment for domestic tuition fee

Implemented the process to reinstate credit card payment for tuition fees effective August 13, 2013.

1.1.5 Banner Flexible Registration

Working in collaboration with the Registrar's office, implementing the Banner Flexible Registration system for continuing education. The deployment is scheduled for late Oct 2013.

1.2 Agile Infrastructure

1.2.1 Library (Sirsi) System Infrastructure Renewal

Completed hardware upgrade for the Library Sirsi system. This replaces the obsolete Solaris servers, which are costly to maintain, with virtual server on the more economical Linux Intel platform.

1.2.2 Thin Clients Rollout

Completed pilot rollout 270 stations to staff areas including Cloverdale faculty area, Library and Facilities. Continue to rollout to staff/faculty areas across campuses at a rate of 80 per month with target of 895 stations converted by Dec 31 2013.

2 Operational Initiatives

2.1 Process Improvements

2.1.1 *Mobile Phone Management*

Took over the management of mobile phones from Supply. Conducted Lean Kaizen to identify streamline processes for provisioning and upgrade of mobile phones, and the ongoing management of the mobile phone fleet. The goal is to meet the 10% cost reduction target mandated by executives for 2013 by eliminating wastages and cost overrun; and in the long term, further contain/reduce cost while ensuring effective use of mobile technology in the workplace.

2.1.2 *Lean Thinking*

Hosted Green Belt Training in June where Value Stream Mapping Kaizens were conducted to streamline the Move Processes and the Mobile Phone Provisioning Process. In July, a group of senior managers from the Academic and Administrative areas attended a workshop on Lean Problem Solving. The Lean Steering Committee is planning training for 5 additional Green Belts and in house training to introduce Lean to the broader employee body in the Fall. The Committee has also mapped out 12 month implementation schedule for key improvement initiatives.

2.2 *Infrastructure Renewal/Upgrade*

2.2.1 *High Availability for Email*

The Exchange email system was enhanced with the high availability feature that have the email boxes stored on redundant servers. This minimizes planned downtime required for routine maintenance and unplanned downtime in case of hardware failure.

2.2.2 *Richmond VoIP upgrade*

Replaced the obsolete PBX with a VoIP PBX to integrate with the VoIP infrastructure already in place at the Surrey, Langley and Cloverdale campuses.

2.3 *Renovation and Construction*

2.3.1 *Richmond Renovation - Phase II*

Designed and deployed network cabling infrastructure. Installed office technology in temporary and new renovated locations.

Facilities Services

PROJECT	COMMENTS
Departmental Vision	Completed a graphical vision document http://www.kwantlen.ca/facilities/vision.html Note it does not currently open with all flash players. Working on resolving this.
Architectural Selection	The partnership of KPMB (Toronto) & Public Architecture (Vancouver) were selected for the Chip & Shannon Wilson School of Design Project. Design is progressing rapidly with schematic design to be completed early September.
Environmental Sustainability Review	Hired a co-op student to gather information on all environmental sustainability activities at KPU including academic offerings, business practices and building construction and operations.
Fall Protection Training	Training provided for facilities services personnel to create awareness of the risks and regulatory requirements and processes to mitigate the risks.
Green Team	Established a joint Facilities Services & Horticulture Green Team to explore and implement projects that will reduce energy consumption for Horticulture.
Public Energy Dashboard	Pilot dashboard installed at Horticulture providing real time energy use information.
Chronic HVAC Issue Cloverdale campus	Determined causes and improved comfort in offices and classrooms located on the buildings south elevation.
Weather station	Linked the Surrey campus weather station to the Building Management System to gather data to assist in planning future energy conservation projects.
Carbon Neutral Action Report (CNAR)	CNAR submitted to Climate Action Secretariat. 12.74% reduction in CO2 emissions for 2012. http://www.env.gov.bc.ca/cas/reports/cnar/Kwantlen_2012.pdf Reduction partly due to milder winter than in 2011 as well as successful energy conservation projects. KPU purchase carbon offsets resulting in carbon neutrality.
Landscape Improvements	Landscape initiatives completed to create more efficient maintenance practices and to address security concerns; <ul style="list-style-type: none"> • Extensive blackberry removal along the Creek at the Langley campus has improved security and reduced the potential for squatter activity • Conversion of some of the oversized landscape beds to turf • Extensive blackberry removal at the Surrey campus. Neighborhood trash along the property fence line increased the complexity of this project requiring an excavator.
<i>Summer Parking Lot Maintenance</i>	<i>Coordinated with Supply & Business Services and Impark to complete parking lot maintenance including signage improvements, curb & speed bump repairs, parking stall repainting at Langley, and stop bars and laneway repainting at all campuses.</i>
<i>KSA Waterfillz stations All campuses</i>	<i>Facilities oversaw plumbing and electrical services upgrades for installation of Waterfillz stations supplied by the KSA. Finishing work was completed for the walls and ceilings.</i>
<i>KSA Bike lockers</i>	<i>Facilities selected locations and coordinated installation of the KSA supplied bike lockers.</i>
<i>Campus Preparations, Fall semester start up</i>	<i>Campus interior and exterior grounds and parking area cleaning completed at all campuses in advance of the Fall 2013 semester start up. Additional work is conducted for floor care, carpet cleaning, window cleaning, pressure washing, parking lot sweeps, and landscape</i>

Facilities Services

	<i>bed pruning at this time of year.</i>
<i>Re-flooring</i>	<i>Langley & Richmond campus office and general area flooring replacement completed. Work in progress at the Surrey campus. Some of the carpeting being replaced is original to when the campuses were constructed in the early 1990's. Total investment \$400,000.</i>
<i>Richmond campus refurbishment/renovation</i>	<i>Achieved milestone with the City of Richmond granting occupancy to the modified spaces.</i>
<i>Moves</i>	<i>Planning and coordination of moves for over 180 people this summer at all campuses to support renovations and general relocations. Relocated the Langley Finance & Payroll files freeing up space for Anatomy & Physiology which relocated from the Surrey to Langley campus.</i>
<i>Space efficiency</i>	<i>Creative design work by our in-house Interior Designers determined a way to combine the copy centres and mail rooms at the Richmond and Langley campuses creating much needed additional space for other functions.</i>
<i>Langley cafe</i>	<i>Designed, refurbished and outfitted the cafe with new furniture, fixtures, paint and graphics.</i>
<i>Renovations Langley</i>	<i>Converted two rooms into new classroom space.</i>
<i>Renovations Richmond</i>	<i>Created workshop & labs for Product Design.</i>
<i>Renovations Surrey</i>	<i>CSIT Lab – created a 44 seat computer lab. Canadian Research Chair Grant – created lab space Converted former nursing labs into classrooms</i>
<i>Furniture</i>	<i>Significant furniture selection, procurement and installation coordination for numerous projects including the Richmond refurbishment. Coordinated the warranty repair of 360 guest chairs.</i>

Finance

Month	Accomplishment
Aug 2013	<p><u>Financial Reporting and Systems Update (including Accounting Services)</u></p> <p>Since the last report, the focus of Financial Reporting has been completion of the year-end audit and audited financial statements between April and the Board sign-off in early June. Staff has been assisting in conversions required in Accounting Services as well as continuous systems and process improvements including researching changes to address recommendations in the PCard internal audit report.</p> <p>Work has been completed on two statutory financial reports, and work is underway for the Statement of Financial Information Act report.</p> <p>Post year-end period is also the time during which regular review and maintenance is completed for system access and chart of accounts.</p>
Aug 2013	<p><u>Accounting Services</u></p> <p>Within Accounting Services, major initiatives during the spring/summer have included coordinating the reintroduction of the BC Provincial Sales Tax for KPU, upgrading of the printer used for Accounts Payable's cheque printing, and improvements to other accounting processes. One major initiative carried out in cooperation with Student Affairs was the introduction of a credit card with convenience fee payment option for students. This proved very popular, with approximately two million dollars in domestic tuition payments received in the first nine days after implementation.</p>
Aug 2013	<p><u>Budgeting & Assurance</u></p> <p>Vivian Lee, Manager of Budgeting & Assurance, has accepted a position at Langara College; the position will be posted soon. The Budgeting staff is busy with the preparation of information packages for the next budget round. The Budget book is out and is posted to the Financial Services SharePoint site.</p>
Aug 2013	<p><u>Restricted & Revenue Generating Funds</u></p> <p>The Foundation audit has been completed and presented to the Foundation Finance Committee, and will be going to the Foundation Board in early September.</p>
Aug 2013	<p><u>Payroll</u></p> <p>As mentioned in the last report, Payroll participated in the Lean Sensei project in early April to organize and de-clutter the Payroll area. It has proven to be a success, as four months</p>

	<p>later the staff are sustaining the end result, with a few minor adjustments. The Faculty retroactive payments were calculated and paid out in early August. Payroll had made the commitment to HR and the KFA to pay it by August 23rd, and was able to beat the deadline and pay it two weeks earlier. September is the start of a new semester, so Payroll is now preparing for a heavier workload for the next six weeks as new hires and contracts are submitted. Cross-training and improving efficiencies are still a primary goal for Payroll as vacations end and full-staffing is back in place.</p>
<p>Aug 2013</p>	<p><u>Bookstore</u></p> <p>The Bookstore has been busy with buyback activity and is preparing for the Fall semester rush.</p> <p>To gather fresh ideas and information for future decision-making, in late spring 2013, the Bookstore requested the Office of Institutional Analysis & Planning to conduct focus groups with Bookstore staff, students, faculty, administration, and KSA representatives. The resulting report is being posted on the Bookstore website.</p>

Supply and Business Services

Month	Accomplishment	Y <input type="checkbox"/> N <input type="checkbox"/>	Reported to Board
Aug 2013	<p>Even though during the summer months on KPU campuses and classrooms are a little quieter, the workload within Supply and Business Services is extremely busy and faces increase demand for our services in supporting all KPU Administrative and Program Department preparing for the start of the Fall Semester.</p> <p>As a small department with limited staff and resources, our ability to respond to these requests is always challenged during the summer months by staff entitlement to vacation leave and unexpected absences due to injury, illness and family emergencies.</p>	Y <input type="checkbox"/> N <input type="checkbox"/>	for Board Mtg on 4-Sep-13
Aug 2013	<p>Summer Workload - Print Centre At any time our KPU Print Centre is working a capacity producing over 10 million impression a year in support of our programs, administration and marking requirements, but during the summer months the staff is further challenged with increased workload to produce over 100 Course Pack titles for resale in Campus Bookstores, that will deliver over 10,000 low cost booklets for our students during our school year.</p> <p>In addition to meeting the demand for Course Packs, many other large in-house print jobs such as the KPU Student Handbook, KPU Program Guide during the summer months in addition to large print jobs though out the year providing materials for Convocation, KPU Day, Kwantlen Fashion Show and various Administrative Annual Reports.</p>	Y <input type="checkbox"/> N <input type="checkbox"/>	for Board Mtg on 4-Sep-13
Aug 2013	<p>Summer Workload - Supply Services As shown on the graph below, Supply Services during the first few months of this fiscal year has already processed over \$18 million in supply and service contracts for KPU, which is an significant volume of work considering that in 2011/12 or 2012/13 that \$20 million was spend in the entire fiscal year period.</p> <p>Contracts issued during this time frame include the Gymnasium Floor Replacement, Carpet Replacement, Janitorial Services, Shuttle Bus Service, Natural Gas, Transit Shelter Advertising, Radio Advertising, Apple Computers, Welding Rods, Wire and Steel, various Facilities Maintenance Projects, and many others.</p>	Y <input type="checkbox"/> N <input type="checkbox"/>	for Board Mtg on 4-Sep-13

	<p style="text-align: center;">\$ value of committed POs</p> <table border="1"><thead><tr><th>Year</th><th>Value (\$)</th></tr></thead><tbody><tr><td>2005/06***</td><td>10,000,000.00</td></tr><tr><td>2006/07***</td><td>8,000,000.00</td></tr><tr><td>2007/08***</td><td>6,000,000.00</td></tr><tr><td>2008/09***</td><td>7,000,000.00</td></tr><tr><td>2009/10***</td><td>7,000,000.00</td></tr><tr><td>2010/11</td><td>22,000,000.00</td></tr><tr><td>2011/12</td><td>20,000,000.00</td></tr><tr><td>2012/2013</td><td>18,000,000.00</td></tr><tr><td>2013/2014</td><td>17,000,000.00</td></tr></tbody></table> <p style="text-align: center;">Year (Note: Does not include uncommitted BPOs - these were minimized in 2010.2011)</p>	Year	Value (\$)	2005/06***	10,000,000.00	2006/07***	8,000,000.00	2007/08***	6,000,000.00	2008/09***	7,000,000.00	2009/10***	7,000,000.00	2010/11	22,000,000.00	2011/12	20,000,000.00	2012/2013	18,000,000.00	2013/2014	17,000,000.00		
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Human Resources

Security

Month	Accomplishment
Aug 2013	Security successfully acted upon and caught a student on campus that was Breaching a Criminal Court Order restricting him from being on KPU property.
Aug 2013	Security has successfully populated and brought on line its web site on KPU's Home page.
Aug 2013	Security has successfully arranged for its move to the new Security Office at Richmond Campus.
Aug 2013	Security has developed a "Job Description" for a full time security position at each of the 4 KPU campuses. The position will be for a Campus Security Coordinator. This position will fill the gap of not having a 'take charge' person in case of an emergency. The position will address and handle the daily security issues that arise at each of the campuses. Funding for these positions would be offset by reduced usage of contract security personnel. A funding request will be submitted for this year's budget process.

Employee Relations

Month	Accomplishment
Aug 2013	<p>Top Employers Application</p> <p>The application for the Top Employer designation was prepared and submitted to Media Corp. Now entering its 14th year, Canada's Top 100 Employers is an annual competition to recognize the nation's best places to work. The project aims to identify the companies and organizations that lead their industries in attracting and retaining employees. Employers are evaluated by the editors of <i>Canada's Top 100 Employers</i> using eight criteria, which have remained consistent since the project's inception: (1) Physical Workplace; (2) Work Atmosphere & Social; (3) Health, Financial & Family Benefits; (4) Vacation & Time Off; (5) Employee Communications; (6) Performance Management; (7) Training & Skills Development; and (8) Community Involvement. Employers are compared to other organizations in their field to determine which offers the most progressive and forward-thinking programs. KPU has held the designation as a Top Employer in BC for six consecutive years.</p> <p>To enhance awareness of KPU as an employer who values diversity in its workforce and to provide service to our community, HR representatives presented at the Annual Employment Information Session for DiverseCity Community Resources Society. DiverseCity is an organization dedicated to <i>promoting the independence of new Canadians and building strong, culturally diverse communities</i>. The event was held on</p>

	<p>KPU’s Surrey campus. Information was presented to 60 participants regarding employment opportunities and hiring processes at KPU and provided an Employer’s perspective regarding resume writing and interviewing.</p> <p>Leadership Development The rollout of the Leadership Development Program commenced in May of 2013. The program is comprised of 6 workshop/information sessions focused on orientation to legal and legislative framework, communication and change management and is designed for completion within 8 months. Twenty four participants are enrolled in the program in pay levels 6- 9. Additional cohorts are being planned.</p> <p>New Recruitment Process The development of a Sharepoint Competitions Site has been completed. Roll-out is scheduled for the fall of 2013. The purpose of this site is to assist with the current workflow on the distribution of resumes submitted for competitions. In consultation with the stakeholder groups it has been determined that the use of this site will provide for greater efficiencies and less paper waste.</p> <p>HR Website Work continues on the upgrading of the HR website for both internal and external visitors. It is our goal to provide a more intuitive, friendly based website that will support employee success, knowledge transfer and information sharing.</p>
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Risk Management

Month	Accomplishment
June – August 2013	<p>IMPROVING ACCOUNTABILITY As part of our continuing efforts to improve accountability, the Risk Office:</p> <ol style="list-style-type: none"> 1. Is currently developing Operational Risk registers with the following: <ul style="list-style-type: none"> • Office of the Registrar • Women’s Soccer National Championship • Various Small Projects 2. Developed a Risk Reporting Framework (Draft for discussion at Sept meeting of the Finance & Audit Committee) 3. Developed a customized Risk Ratings Scale (– ISO 31,000 model) adapted to KPU specifics
	<p>EXPANDING UNDERSTANDING OF RISK MANAGEMENT IN THE POST-SECONDARY SECTOR</p> <ul style="list-style-type: none"> • Working with the BC Government to co-host a second Enterprise Risk

	Management (ERM) Conference on the Richmond Campus. November 28-29, 2013
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Student Affairs

ATHLETICS

- 2013/14 **Varsity Athlete orientation sessions** were held August 19 (for new athletes) and August 26th (for all athletes). These events are one of the few opportunities for all varsity program students and coaches to get together as one large group. Both sessions were well attended.
- The **varsity gymnasium floor was refinished** in July 2013 and features an updated Eagles varsity logo at centre-court. The new logo is striking and has been well-received by athletes and the university community in general.
- Preparations for hosting the Women's Soccer Nationals at KPU on November 6-9 are underway.

CENTRE FOR CO-OPERATIVE EDUCATION AND CAREER SERVICES

Career Services – Events

- **Accounting Firm Information Sessions** : This summer, several representatives from KPMG, PwC, KNV, MNP and Deloitte held open office hours on campus to connect one-to-one with Accounting students interested in learning more about the firms and the upcoming CPA recruiting process. These sessions were well attended by many KPU accounting students who took the opportunity to network with the representatives.
- **Career and Mentorship Seminars:** Representatives from Edward Jones Investing, Sun Life Financial, Investors Group, the RCMP and Leaders of Tomorrow conducted various workshops on campus for students. These sessions explored career opportunities, the foundations of investing, and opportunities to develop their skills in mentorship, networking, volunteerism, and leadership. These sessions were well attended by students ranging from 10 to 120 attendees depending on the event.
- **Resumes and Cover Letters Workshop:** Students and alumni had the opportunity to polish their resume and cover letters at this workshop along with learning how to effectively read a job posting to increase their chances of being hired. Discussions also included some current tips on employer recruiting trends.
- **Career Services - Online Job Posting System:** Kwantlen's job posting system, Career Connection, saw 196 new employer contacts post 381 full-time, part-time, and volunteer job opportunities for students and alumni for the May to July period. This represents **an increase of 41% in the number of opportunities** compared to the same period last year. Upon further analysis, the table below indicates employer interest in our students and alumni based on a percentage of jobs posted targeting students in each Faculty area.

Science and Horticulture	10%
Community and Health Studies	5%
Arts	6%
Design	5%
Business	50%
Trades	10%
Other	14%
TOTAL	100%

- Some of these new employer and community contacts to Kwantlen include the **RCMP National Forensic Services**, The Children’s Wish Foundation and the Vancouver International Marathon Society. In addition, during this period, a further 321 students and alumni joined the online job posting system to access these valuable opportunities.

Co-operative Education – Educational Initiatives

- **Association for Co-operative Education (ACE) Symposium**, May 28th: Lindsay Wood (Co-op faculty member), as part of her external committee involvement, assisted with the coordination of this event focusing on “Digital Media and Student Recruitment”. The symposium brought together Co-op practitioners from around British Columbia to engage in discussions around the rapidly changing landscape of digital media and its increasing role in student recruitment. These sessions explored the impact that mobile, social and other digital media will continue to have on the employer-school-student relationship in years to come.

Co-operative Education – Work-integrated Learning

- Work-integrated learning opportunities for students continued to develop from May to July as employer relationships were further strengthened and new ones were established. During the Summer 2013 semester, 106 Co-op students were applying their academic knowledge and learning through work. The table below highlights the sectors for which Co-op students were employed for Summer 2013.

Federal Government/Agency	23%
Provincial Government/Agency	9%
Municipal Government	5%
Non-Profit Organization	4%
Private Business	59%
TOTAL	100%

- For the May to July period, Co-op students saw **65 Co-op job opportunities** posted for work terms to begin in September. This represents a 14% increase in the 56 positions posted for the period last year. Organizations recruiting Kwantlen Co-op students for fall include Scotiabank, Prospera Credit Union, RCMP and Environment Canada.

COUNSELLING SERVICES

- **Director of Counselling Services** started in May

Student Affairs

- Developed a proposal in conjunction with the KSA to offer **peer support to Kwantlen students**. This partnership will ensure student engagement in the delivery of counselling services.
- Two counselors presented **career counselling model** to 70 school counsellors at conference at KPU
- Began discussions with Community and Health Studies to provide **customized programming for students in Langley**

EDUCATIONAL ADVISING

- **Online appointment booking for all KPU advising departments is now live**. Branded as “**Advisor Connect**” at KPU, the system has been installed over the summer period and will be launched in mid-September.
- Central Advising’s **Course Planning 101** workshop series was released as a series of online video workshops in late-May to coincide with the start of registration for Fall 2013. Focused on course planning and registration for new Kwantlen students, the videos have been well received with several hundred views.

OFFICE FOR NEW STUDENT PROGRAMS

- Ongoing local recruitment visits, education fairs and events adding more leads to the prospect database coupled with increased and segmented communications contributed to: **Summer and Fall Semester 2013 applicant numbers are up from this time last year**.
- Fall semester registration calling campaign successfully done, where **2,900 students were contacted and encouraged to register** because they missed their registration day.
- **Increased promotion of ACP/ELST programs** through information sessions on campus, meetings and presentations with counselors, career advisors, settlement workers, students and parents, and community agencies and organizations.
- **Researched and planned college recruitment opportunities in other provinces and new markets** for the Fall recruitment cycle (Ontario and Alberta).
- Hosted an **Agents Conference** at KPU Richmond to provide KPU information, and admission and program updates for the upcoming year.
- Launched 2 new social medias - **Pinterest and Instagram** – adding to our Twitter, Facebook and YouTube, to further engage online with future and current students.

OFFICE OF THE REGISTRAR

Admissions

- **KPU’s new Admissions Framework** received approval at the June meeting of Senate, enabling KPU to begin work on modifying and enhancing our current Admission model.
- Admissions completed a **successful Summer intake cycle with 1320 applications received** (2.4% increase from 2012) contributing to an overall 4% increase in enrolment conversion rates.

Graduation / Legals

- KPU hosted our **largest Convocation to date**, with 750 students attending five ceremonies over three days in May.
- **46 legal requests** were completed between May – July

Registration & Scheduling

Student Affairs

- The **Flexible Registration** project was initiated, with full implementation planned for October, 2013. This enhancement will allow students in Continuing and Professional Studies and Trades Apprentices to fully register and pay on line.
- **Published the Fall 2013 timetable**; almost 2900 sections created including 380 continuous intake (CI) sections (up 5.5%).
- **Enabled registration for continuing students (ABE)** as of July 24, 2013 – one month earlier than ever before.

RECREATION

- **New recreation programming** is being launched for 2013/14 including intramural indoor soccer and basketball leagues.
- **Try Me Week**, Sept. 9 -19 provides KPU students with an opportunity to try-out various fitness class options for free.
- An MOU with the KSA has resulted in a funding agreement which will see a **full subsidy for KPU students** participating in fitness classes offered by KPU recreation.
- In consultation with Communication and Marketing Services, KPU recreation is pleased to unveil a **new logo** for the 2014/15 year:



SERVICES FOR STUDENTS WITH DISABILITIES

- **Outreach/Transition/Collaboration activities** in May/June included: Disability Advisor presentation at the Counselors Conference; participation at new student orientation; presentations at Articulation on accommodations for students with Asperger's in Post-secondary.
- **Physical audit for new student services space Richmond Campus** – reviewed requirements and requested wheelchair accessible student kiosks, student computer stations in the open space, and lowered digital way finding screens.
- **SSD Faculty presentations to faculty/staff** in Chemistry re: recruiting and training personal care attendants for students in wheelchairs in chemistry labs; advising health program Coordinator, Dean, Associate Dean and practicum facilities on duty to accommodate Deaf students in health practicums; meeting with Learning Center faculty to explore common service points for presentations such as Transition and Orientation for ACE-IT students; SSD presentation to recruitment area staff on services to students with disabilities
- Exciting accommodation – **KPU welcomes a Deaf student for the 1st time in the Health Care Assistant Program**. The student speech reads and 5 ASL Interpreters are contracted to provide communication access in theory and labs. The practicum facilities are looking forward to creatively solving any access challenges. The student has plans to work with Deaf seniors with dementia who would otherwise be living in care facilities without any communication; a critical need in the workplace and an exciting opportunity for KPU.
- **New Adaptive Equipment** – reviewed for purchase, electronic stethoscope with wireless visual output display for use by Deaf student in health program needed to assess heart sounds of patients;

STUDENT LIFE AND DEVELOPMENT

Student Affairs

- **Parent orientation** in June was expanded this year to the Langley and Richmond campuses and all sessions were well attended with 230 parents coming out to find out more about KPU as their children transition to post-secondary. This represents a more than **doubling in attendance** over previous years.
- **KPU Welcomes U**, now in its 4th consecutive year, Student Life and Development is once again coordinating volunteers on the first 2 days of the semester to welcome students back at host stations across the Surrey, Richmond and Langley campuses. These volunteers typically play an important role for new students with items such as wayfinding and general questions about parking, the bookstore and food services.

Library Services and Learning Centres

Library Services

- 1) Langley Library refresh – as part of the refresh of carpet throughout several campuses, the Langley Campus Library had its carpet replaced in all areas: main public space, study rooms, computer lab and staff areas. The new carpet makes the library look much more welcoming, professional, and spacious.
- 2) Langley Library Summer Hours – on a trial basis, summer hours for the Langley Campus Library were extended from 4:30 pm (Monday-Thursday) until 8:30 pm. The VP Academic provided some temporary budget to cover the 6:00-8:30 pm staffing costs. Headcounts of students in the Library were taken every hour to determine the use of the space. Upon initial review it appears that having the Library open past 4:30 in the summer is a good idea but all the way to 8:30 pm may not be necessary. Thursdays were the most popular evening.
- 3) Personnel changes:
 - After over 20 years of service to KPU Serials Librarian Margaret Brown retired as of August 31, 2013.
 - Allison Richardson has returned from maternity leave to assume the full time eResources Librarian position.
 - Angela Ryan was hired fulltime as the liaison librarian for Trades, Technology and the Physical Sciences.
 - Chris Burns started her three year appointment as Library Chair on September 1, 2013.
- 4) We recently upgraded our *Business Source Premier* subscription to [Business Source Complete](#). For a modest increase in cost but there was a significant expansion in content:
 - 850 more full-text peer reviewed journals
 - 750 more trade and general business magazines
 - 870 more full-text books
 - 2350 more market research reports
- 5) Server migration – IET upgraded the server for the library catalogue. This change will provide continued robust service. As well we upgraded to Unicode display in the catalogue allowing the catalogue to be able to correctly display both diacritics and other language scripts. For example, we have a growing collection of Punjabi language materials and records for these used to display as a transliterated version. They will now display in their original script. We don't currently have great numbers of materials in other language scripts but this will change as KPU collects more materials continuing on its path towards a full-fledged university.

The Learning Centres

The Learning Centres featured:

Exam Jam review sessions for students at Richmond and Langley.

Online writing tutoring available via KPU's Learning Centres as well as through the WriteAway Consortium (still in pilot phase)

Spring/Summer Semester: Development of It's About U – Transition program, including advertising and promotion, and connection with schools, parents and students.

August Boost Camp – attracted 123 participants; Note: 193 students registered for this event. Learning Centre staff following up with registrants and participants early in the Fall semester. – Features online learning assessments for students so we can see levels of competency or confidence across a range of 10 learning or study skill areas.

Pilot program for EAL students in Academic programs designed and developed for Richmond. Some flow through to Surrey Campuses.

Initiation (by Director SD in consultation with stakeholders) of EAL Taskforce to bring together service groups and faculty to design an integrated approach to meeting the learning support needs of International, ELST and EAL students in academic programs.

Learning Centre presentations at Welcome Back sessions for School of Business and Trades and Technology Faculty; development and presentation of Faculty Support Sheet advertising LC services to faculty – new ONLINE booking system for class based presentations or workshops, and faculty referral sheet for students.

School of Business

Demand Remains Strong

Enrolments for summer term 2013 were strong. The School of Business typically offers 18-20% of the total annual course offerings during the summer. This year 193 courses were initially planned and due to strong demand a further 5 courses were added. The average fill rate for all 198 sections was 93% of capacity.

For the fall term 2013 the School of Business originally scheduled 456 sections, due to budget constraints. Responding to very strong demand, Business sought approval for 28 additional demand sections raising the total to 485 sections. Enrolments in 77% of all School of Business courses this fall are over 90% of capacity, and of those sections at ninety percent plus, 46% are 100% full.

Given the average fill rate of 91%, and four international students per class the 28 demand sections added KPU additional tuition revenues of approximately \$460,000. After the faculty costs for the 28 demand sections there is a net contribution to the institution of \$160,000 plus.

Faculty

Over the last few months several faculty have had articles published.

Dr. Abhijit Sen in conjunction with co-author Professor Zhiqiang, of North China Institute of Aeronautical Engineering in Langfung, Hebei, China co-authored the following article.

Sen, Abhijit & Yao, Zhiqiang, "The Realization of Students Ranking Assessment Management Information System", Journal of Software, Vol.8, No.3, March 2013.

Ron Messer, CA, CMA had the following articles published.

Messer, Ron, "Saying Good-bye to Mr. Magoo: Confessions of a Former Civil Servant", Strategic Direction, 2013, Vol 29 no. 4, pp. 33-37

Marc Kampschuur. CA co-published an article and co-presented at two PD seminars at the CMA-BC Leadership Conference.

Friedrich, Brian, Fiedrich, Laura & Kampschuur, Marc, "The Basics of Board Governance", 2013, CMA UPDATE, Spring, pp. 18-19

Two faculty have returned from Ed Leave:

School of Business

- Dr. Marcelo Machado, Computer Business Systems and Entrepreneurial Leadership, returned from an Ed Leave during which he taught at the University of Applied Science, Munich. Discussions are underway with the University of Applied Science, Munich to offer a joint field school in summer 2014
- Debbie Gorval, Computer Business Systems, returned from an Ed Leave during which she conducted research on best practices in management information system instruction in European universities.

Four faculty members have had their applications to the 0.6% Targeted PD Fund approved:

- Dr. Minli Lian, Business Quants and Finance, who received her PhD in finance earlier this year, leveraged her dissertation into a conference presentation explaining hedge fund performance fees at the World Finance Conference in Malta.
- Brad Anderson, Business Management and Entrepreneurial Leadership, received support towards his Doctorate of Business Administration Studies: Applying Social Identity Theory to Conflict between Physicians and Administrators at a Canadian Hospital.
- Sepand Jazzi, Accounting, received support for his research into the Application of Business Research Methods to Enhance University Status.
- Colleen May, Legal Administrative Studies, received support to undertake the UBC MET Graduate Certificate in Technology Based Distributed Learning.

Retirements

Two faculty members have retired. We wish to acknowledge and thank Dr. Le Roi Smith, Marketing faculty member, and Terri Smolar, Coordinator of the Public Relations program for their many years of leadership and service to Kwantlen and our students.

Students and Alumni

The initiative demonstrated by School of Business students is impressive. The SoB supports several student clubs and they have been busy throughout the summer.

ASK, the Accounting Students of Kwantlen,

- Contributed to a Silent Auction fundraiser in conjunction with the Grant Thornton Hockey Tournament with proceeds going to Big Brothers and Big Sisters of Langley.
- Volunteered to work alongside employees from Davidson & Company Chartered Accountants assisting the **2013 Walk for ALS**.

- Hosted an Ice Cream Social Networking event providing students from several universities with the opportunity to meet with representatives from lower mainland accounting firms.

KMA, the Kwantlen Marketing Association August 7th organized another in their KMAID Speakers Series “Digging for Gold: Conversations with Brands”. Claire Lamont, Creative Director, and Partner and Nikki Hedstrom, Director, Western Canada of **SMAK Media and Promotions, Inc.** were the presenters.

The Self Employment and Entrepreneur Development Society, SEEDS, an organization with active student engagement held its SEEDS Business Leadership Awards event with support from the Office of President, Alan Davis and the School of Business.

Recently, KPU students began a chapter of Young Women in Business.

Samson Chang, a KPU Public Relations recent grad, was named this year’s winner of the Canadian Public Relations Society Scholarship.

Rashad Khan, President and co-founder of the KPU Marketing Association received an award for an exceptional contribution to the marketing community at Kwantlen.

Brandon Hastings, BBA Entrepreneurial Leadership 2010 was selected to Junior Team Canada, the flagship program of Global Vision and the Department of Foreign Affairs and International Trade initiative to engage your Canadian business leaders in international endeavors.

A Special Thank You to Terry Han

Terry Han, who has done an excellent job as the Acting Associate Dean of the School of Business for the past year, opted to return to faculty. Terry has agreed to continue to act as Chair of the Curriculum Committee as the School of Business undertakes a major course and program restructuring in order to align with the new Admissions Framework.

Faculty of Trades and Technology

APPLIANCE SERVICING Program

Whirlpool Canada, an industry partner since the beginning of the program, donated 39 high-end appliances to KPU's Appliance Servicing program. This generous donation allows instructors to train students on top-of-the-line appliances, providing a competitive edge as they enter the workforce with practical experience on the latest technology.

CADD TECHNOLOGIES/WELDING PROJECT

CADD students worked in conjunction with students from two welding programs to design racking systems for the welding department. As a component of their training, the students were to be involved with the development, manufacturing, assembly and revisions of the project, while taking into account any safety implications. This was a very positive and rewarding experience for the students, and a wonderful example of how programs delivered at Cloverdale have an interdisciplinary experiential component. It is anticipated the CADD students/instructors will continue to collaborate with the welding program.

WELDING PROGRAM CHANGES

This summer the Industry Training Authority (ITA) announced the discontinuation of Welding C effective January 6, 2014. To replace Welding C the ITA has introduced a 28 week Foundation program which will provide credit for Welder Apprentice Level 1, 2 and 300 work-based hours when candidates register as Welder apprentices. The Welder Foundation training delivery structure is identical to the current Welder C program. The Faculty of Trades and Technology has submitted a request to change the credential name from the Certificate in Welding Level C to a Certificate in Welding Foundation.

Effective March 31, 2014 Welder B and A will be discontinued and will be delivered under the new Welding Apprenticeships Levels 1, 2, 3 and the Specialty Metal Endorsement program. The Faculty of Trades and Technology will submit a request to discontinue the Citation in Welding Level B and the Citation in Welding Level A early next calendar year.

FIRST NATIONS PARTNERSHIP PROGRAMMING

FNES First Nations students are graduating from the 28-week foundation welder training program this week. There has been overwhelming success with student engagement and success which has resulted in discussions to offer Welding and expand the partnership to additional trades programs.

Faculty of Trades and Technology

Carpentry students from the Lower Stl'atl'imx Tribal Council in Pemberton, and from the Squamish Nation Trades Centre have completed as well. There is a high retention rate among these students who have made great progress.

The Faculty of Trades and Technology is moving forward developing existing relationships with the First Nations around trades and industry type programing.

SUAC

Dean Henry Reiser attended the Senior University Administrators Course in Banff with Dean Diane Purvey. This unique opportunity stressed the use of data in decision-making – in line with KPU priorities.

NCDot

Dean Henry Reiser was elected as Chair of the National Council Deans of Technology at the June AGM.

ACCC INDIA UPSKILLING PROJECT

Dean Henry Reiser presented the proposed response to the challenge of upskilling 500,000,000 India nationals at the ACCC AGM in Penticton. (Reference February conference “Mainstreaming Skills Education: Creating Relevant Human Resource”)

OFFICE OF THE DEAN: SERVICE EXPANSION FOR APPRENTICES

Throughout the calendar year discussions have been taking place between the Office of the Dean and Student Services on how to address Apprenticeship Services.

At Kwantlen, any course or program that is not Senate approved is designated as Professional Studies/Industry Based Training/Continuing Education. In the Faculty of Trades and Technology, professional studies including apprenticeship training are in high demand and an important revenue source for the University. The Office of the Dean, for the Faculty of Trades and Technology proposed an organizational change to address apprenticeship program recruitment, entrance assessment, levels progression and enrolment management. This proposition has been accepted and should become operational at the end of this calendar year. The Office of the Dean will assume apprentice program entrance processes, which will reduce confusion for faculty, staff and students, and increase the Faculty's program responsiveness to meet external accrediting/reporting requirements.

MINISTRY OF ADVANCED EDUCATION – Skills Program Funding (SIP FY 2013-2014)

In fiscal year 2013-2014 the Faculty of Trades and Technology has been granted \$95,880 funding through the Ministry of Advanced Education, Foundations Skills funds. This funding is intended to support the following specific programs:

- Electrical Foundation program – one program for 16 seats which is to be scheduled in a modified format. This program is scheduled to begin in October 2013 and is currently at 112% enrolment utilization.

- Trades Transition Boot Camp– two programs for 30 seats. The Faculty is intending to provide an intake in November 2013 and February 2014, and will provide students a hands-on introduction to the various trades and technology programs offered at the Cloverdale Campus through project-based activities.

CLOVERDALE CAMPUS – CAREER FAIRS AND EVENTS

A Trades and Technical Career Fair will be held on the Cloverdale campus Tuesday, October 29th, allowing for students to connect with industry employers, and providing a networking opportunity faculty.

Steel Day/Manufacturing Day takes place on Friday, October 4th – an opportunity to see what goes on behind the scenes in these respective industries. Trades and Technology faculty, students and staff at KPU Cloverdale will be available for brief presentations and tours of the metal trades shops and CADD Technology programs. This event is supported by the Surrey Board of Trade and has been promoted to high school and post secondary students, alumni and suppliers. Interested parties can register on-line for numerous events or facility tours.

MAPLE RIDGE PLUMBING FOUNDATION

As per our initiative to reach out and open programs in new school districts, we are pleased to announce February 3rd was the first intake of our Plumbing Foundation program in Maple Ridge. This program has a large demand in the Maple Ridge, Haney and Mission areas. In our initial recruitment for this program, we ended up with over 60 students applying for 16 seats. This program mirrors the program presently running in SD 36 at Panorama Ridge Secondary.

OTHER INITIATIVES:

- We are in conversations with the Burnaby School District to deliver a welding program.
- Discussions are underway on future plans for the development of programming with Delta, Richmond and Langley, determining what the school district's needs are and how we can address those needs.
- We are at present dealing with the Metis Nation education and training facilitator to identify key areas that KPU Cloverdale can be involved in.

The Chip and Shannon Wilson School of Design

The development of a vision for The Chip and Shannon Wilson School of Design is well underway and the first physical signs of the building project are beginning to appear with the removal of lamp standards and placement of hoarding around the building site. In addition to the building, initial planning for future needs regarding educational technology, programming, activities, and profiling is underway.

Building Project

A series of charrettes with internal stakeholders, and a number of meetings with the Design Team, Steering Committee, Project Management Committee, and User Committee occurred over the summer months. As a result, the Schematic Design is set to be signed off during the first or second week of September, as per the project schedule. The User Committee will complete its review of space allocation, room blocking, and adjacencies on Friday, Sept 6th, 2013 and forward its recommendations to the Project Management Committee for final sign off.

An Open House was held for the public on Tuesday, August 20th to share the initial building concept. This event was well attended by community members and the feedback received about the building vision was extremely positive. Thanks go to the teamwork of the many involved in organizing the event including Facilities, the School of Design, the Office of Advancement, and Communications & Marketing. In a very short time, they pulled together an impressive event which garnered a great deal of positive media coverage.

Academic Programming

Enrolments

Going into the new academic year, all September program intakes are at capacity, except for Product Design. The Product Design degree is in its second year of implementation and is beginning to establish its brand within the design community. Further work on marketing will occur this fall to elevate its profile and increase student enrolments.

KPU will be receiving an influx of international students through the Brazilian Government's initiative, Science Without Borders. Over the next four years, 100,000 scholarship students will be funded to attend universities across the world. Through the support of our new Associate Vice President International, Stuart McIlmoyle, KPU's programs have been accepted to receive students. The first wave of students has resulted in over 40 students, nearly half of which are attending courses in Design. We are currently receiving a second wave of applicants for January. We are investigating ways to not only accommodate them but provide them with quality education experiences that showcase the best in Canadian design. This influx of students will not only benefit

our programs through the sharing of understandings of design in different contexts and cultures, but in filling seats within the cohorts opened by attrition.

Field Schools

Students from the Wilson School of Design and the Faculty of Arts, along with faculty members Lucie Gagne (IDSN) and Ross Laird (IDEA), recently returned from the Calanoa Field School in the Amazon. The experience proved to be a deep and enriching experience for students and faculty and after review, it has been determined that the Field School will run again next June. A large part of the pre-trip blog discussion involved the big question, “What to Wear?” in the Amazon jungle. The next Field School may provide an excellent opportunity for students to do on-site field testing for technical apparel.

In addition to the Amazon Field School, the Wilson School of Design will be implementing a second Field School in Richmond during the summer of 2014. This Field School will investigate the newly evolving convergence of culture, environment, context, and design in a course named “When East Meets West”. A third Field School will be developed for the summer of 2015; this course will investigate these concepts in Istanbul, and provide a contrast between “When East Meets West” in modern and ancient times.

Design Events

Division Start-Up

This year’s Wilson School of Design Division Start-up Meeting was held in the Melville Centre for Dialogue, Richmond Campus. The full space was used to allow for both group tables and theatre style seating. The purpose of the set-up was a precursor to the new building to demonstrate the concept that a classroom does not have to have a single front-of-room, and can be used in a number of different ways. Feedback from meeting participants as they entered the space was very positive and included statements such as: “Wow, this looks like fun”; “The room feels energetic and dynamic”; and “It’s great to see a less traditional room set-up”.

The meeting was appreciatively coined by many as being “very student centred”. After a warm welcome by *Carolyn Robertson*, and an update on the planning of the new building from *Craig Reagan and Lucie Gagne* (Interior Design program), faculty and staff heard from the following in relation to teaching and learning:

- *Tom Carey* who outlined some of the teaching and learning research and development opportunities for the School of Design.
- *Corey Furnell* (Sharp’s Audio Visual) who demonstrated ways to use a Smart Board followed by faculty reflections from *Sylvia Woodyard* (SETA Program).
- *Mark Pritchard* (Interior Design Program) who outlined accessibility for students and faculty to room 3420, the Design Lab.
- *Carolyn Robertson* who outlined Beta testing opportunities for students using Smart Board, lighting lab in room 3420, and potential furniture for the new building.

The Chip and Shannon Wilson School of Design

- *Seema Ahluwalia* (Sociology program) who outlined the purpose and proposed activities for Truth & Reconciliation at Kwantlen week of Sept. 16th.

The session ended with welcoming words from *President Alan Davis* who introduced our new Provost and VP Academic, *Sal Ferreras*.

The meeting was followed by a New Faculty Orientation session hosted by *Carolyn Robertson* and *Roxsanne Bunjowicz*.

Thank you to Carolyn for organizing so many talented individuals to assist faculty for the coming year.

Submitted by Mary Boni

Student Welcome Back

The Wilson School of Design, in collaboration with the Kwantlen Student Association and Design's Student Experience Committee, held its first ever Student Welcome Back on September 3rd. Over three hundred and fifty students, faculty, and staff attended a welcome back presentation and lunch (pizza funded by the KSA).

The intentions of the event were to:

- welcome back Design students, faculty, and staff,
- provide an opportunity for interaction between all student, faculty, and staff in the Wilson School of Design,
- share and clarify the values, priorities, and brand of the Wilson School of Design,
- provide a status update on the development of the new building, and
- have fun!

The Wilson School of Design's commitment to enhance the student experience and to highlight its successes was evident at this year's event. The hard work of our Student Experience Committee and involvement from the Kwantlen Student Association helped make this event a real success and messaged KPU pride.

Faculty Appointments:

Rita Ciammaichella joined KPU as Coordinator, Post Baccalaureate Diploma in Technical Apparel Design (DETA) in mid-July, 2013. We are fortunate to have Rita; she brings a great deal of expertise from her background in Kinesiology (MSc.), experience as Project Leader with Mustang Survival Corp, and her post-secondary experience as a teaching assistant at Simon Fraser.

In addition, new faculty members for the DETA program include:

- Dr. Tom Waller (PhD in Sports Technology), previously with Nike and now with lululemon athletica;
- Yogendra Dandapure (Master of Technology in Textile Engineering), with experience as a senior manager in the textile industry and now with lululemon athletica; and

The Chip and Shannon Wilson School of Design

- Dr. Dan Robinson (PhD in Kinesiology), with post-secondary teaching experience in human factors at SFU and Kwantlen.

As a group, they have a wealth of industry and academic experience and have engaged in research activity, journal publications, conference presentations, and grant writing; they will contribute to elevating KPU's position in post-graduate education.

University Secretariat

During the period covered by this report (May 18, 2013 – September 3, 2013) General Counsel supported the work of each of the units of the University Secretariat (University Governance and Policy Group, Student Risk and Judicial Affairs, and Freedom of Information and Protection of Privacy) and provided legal advice to the Board and senior administration at KPU. Detailed reporting of such legal advice is not included, given the public nature of this report.

A brief outline of the work undertaken by each of the units within the University Secretariat during the reporting period follows.

University Governance and Policy Group

Much of the summer was taken up with set-up for the next academic year, and most accomplishments during the reporting period involved the updating of processes and documents that support the Board of Governors and Senate. The following are some of the items accomplished over the summer:

- Scheduling various Board and Senate committee meetings;
- Updating the look and functionality of the Senate website, as well as committee memberships and meeting dates;
- Arranging a Board Recognition Dinner;
- Drafting a Presidential Search Advisory, Appointment and Re-appointment Policy and Procedures for review;
- Welcoming three new Board Members including the preparation of a welcome package, media releases and various other procedures;
- Preparing for a Senate by-election; and
- Assisting with the process regarding the Chancellor nomination.

Student Risk and Judicial Affairs

Cases

The Office of Student Judicial Affairs (OSJA) received ten new conduct cases during the reporting period. Of those ten cases, eight proceeded to a full conduct investigation and the remaining two

cases involved some type of intervention by the OSJA. Of the eight cases investigated, two involved the Behavioural Intervention Team (BIT).

SJA Administration

Background research continues into judicial affairs best practices and codes of conduct used at other BC post-secondary institutions. A work plan was developed and submitted to support the revision of the Student Conduct policy (C.21).

BIT

The draft BIT policy is now complete. The Director of the OSJA attended the first provincial Chairs meeting for Behavioural Intervention Teams of BC post-secondary institutions.

The OSJA is currently seeking interest in a provincial training workshop for BITs to be conducted by the National Association of Behavioural Intervention Teams (NaBITA). If this workshop is conducted, KPU will be the host institution.

Student Risk Management

In collaboration with the Director of Organizational Risk, planning for this year's Risk Management conference (to be presented in conjunction with the Provincial Risk Management Branch) is well underway with registration to commence in September.

In collaboration with the Director of Organizational Risk, work continues with respect to the:

- Development of a risk management web page;
- Development of field trip/travel guidelines;
- Revision of the alcohol policy; and
- Development of a handbook for Trades Faculty who have high school students in their classes.

Freedom of Information and Protection of Privacy

FOI Access Requests

Nine new FOI requests were received during the reporting period. Responses have been sent on three of these requests. The remaining six requests are being processed.

Policy Development on Transparency

Colleges and Universities in BC were examined for policies on transparency in the post-secondary environment. A policy and procedures for access and transparency at KPU is being drafted.

Continuing and Professional Studies

General Overview

On June 24, 2013, the new Executive Director of Continuing & Professional Studies (C & PS), Jim Pelton, began work at the Cloverdale campus.

In the weeks following, introductory discussions about KPU, its policies, processes, programs and the future of C & PS have been held with the President, Deans of all Faculties, Vice Provosts, Human Resources, General Counsel, Director of Marketing, Director of External & Government Affairs, Director of Community Relations, Director of Facilities Services, Manager of Strategic Planning and the Director of Institutional Planning & Analysis.

An inventory of programs *in all Faculties* that are currently running and of those that might be profitably run within 18 months is underway. This will provide foundational programming for the revitalization of C & PS at KPU as well as the basis for a Business Plan and budget submission.

Program Activity

Trades programs

- C&PS is now prepared to launch the new Data Networking program in January of 2014. This is the next stage of the highly successful Low Voltage program currently running at Cloverdale campus.
- The new Restoration program is well underway, having run three times in the last six months. This is the only program of its type in Canada and several industry partners attended the Faculty of Trades & Technology divisional welcome back meeting. This program helps to ensure that wastewater and incoming clean water never mix.
- The Cross Connection program is in development for launching early in 2014. This Continuing Education offering serves Red Seal plumbers and sprinkler-fitters who must re-certify every five years.
- KPU is in discussion EITI (the Energy Industry Training Institute) regarding the possibility of running the Power Line Technician Trade at Cloverdale campus.
- Meeting in September with Mike McKay, Superintendent of SD 36 (Surrey), to explore development of new program to build on last year's successes.

LNG projects

Continuing and Professional Studies

- C & PS has hired Queenswood Consulting Services to assess labour market supply & demand scenarios for various occupations impacted by LNG development in BC and to determine which opportunities are strategically suitable for KPU.
- We have had preliminary meeting with the Lead, Employment & Training, from Kinder Morgan regarding the Trans Mountain Pipeline project.
- Meetings are being set up to meet with ENN, a major Chinese LNG/Energy Corporation, and the Chinese Trade Council.
- KPU is working with TUV Nord, the international safety certification, service and testing/inspection company, in the development of technology programs related to Mining and LNG
- KPU continues to develop industry specific training opportunities with BC's Mining community.

Metis & First Nations

- The BC government was approached for and provided funding (\$45K) for *an Introduction to Trades* program delivered by KPU in partnership with Squamish First Nation.
- Squamish First Nation has agreed in principle to provide space and land for development of a Utility Arborist program that would serve the LNG pipeline developments as well as those surrounding Transmission lines across BC. There are significant First Nation & Metis employment opportunities across the province associated with this trade.
- KPU and Squamish First Nation are exploring opportunities related to installing Low Voltage technologies and the Seaspan federal shipbuilding contracts.
- KPU has an upcoming meeting with the BC Metis Nation Acting Minister of Natural Resources regarding training opportunities.

Faculty of Arts

Faculty of Arts Initiatives

Our **Fall Annual General Meeting of the Faculty of Arts** occurred on Monday August 26, 2013 at the Conference Centre on our Surrey campus. Highlights include an address from Dr. Sal Ferreras, Provost and VP Academic, and President Alan Davis.

The meeting also involved two sessions of morning workshops on the following topics: “Faculty Search Process – Guidelines & Considerations,” “Beyond the Classroom: Co-op in the Arts,” “An Introduction to Mandarin Chinese: in the Context of University Teaching (led by **Yanfeng Qu** (Modern Languages)),” “Overview and ‘Taster’ of Rethinking Learning,” “Copyright Post 2012: What’s New, What’s Not,” and “Awareness of Aboriginal Perspectives, Protocol, and Some Myths (led by **Lisa Monchalin** (Criminology)).” Developed in consultation with Arts department chairs, these workshops provided valuable PD opportunities for our faculty.

Our afternoon session featured “Dean in the Hot Seat” wherein faculty were invited to ask questions of the Dean. We concluded the day with our regular business meeting.

From January 1st to August 15th of this year, the Faculty of Arts completed 29 faculty searches. Seventeen of these were for 1 year positions (NR2), 6 were for permanent positions (regular) and 6 were for specific coordinator/time-release opportunities. During this period all of our 15 departments completed at least one faculty search.

The need for faculty searches is in part a reflection of the continuing demand for Arts courses. This Fall, we opened up 24 demand sections in a variety of disciplines. The bulk of the demand courses were for first year classes. Many of the new sections were for evening and weekend classes, appealing to the non-traditional KPU student.

The second Faculty of Arts special purpose funds competition was adjudicated in June. The selection committee awarded a total of \$18,900 to fifteen faculty from eight different Arts departments. This competition supports initiatives that further the Faculty’s Academic Plan and KPU’s Strategic Plan. Arts awarded approximately \$43K for such initiatives to our faculty and students.

In an effort to bring the music department onto other campuses, the popular “Music at Midweek” series, which is a Wednesday noon-hour concert on the Langley campus, will also be at Surrey and Richmond campuses on alternating Fridays.

As well as being teaching focused, Arts faculty have a strong track record of creative work and scholarly publications, public presentations, and awards and appointments. The engagement of Arts faculty with their academic discipline and relevant communities is reflected in a high number of student awards and achievements. The following information illustrates the successes of the Arts faculty and students.

Creative Works and Scholarly Publications:

- **Gira Bhatt** (Psychology) Bhatt, G., Tonks, R. G., & Berry, J. W. (2013). "Culture in the History of Psychology in Canada." *Canadian Psychology*, 54 (2), 115-123.
- **Deborah Blenkhorn** (English): *This Island, We Celebrate* (Anthology): "Cabin Fevered: Life on the Rock", a creative non-fiction piece published in Province of BC/Arts Council, 35th Anniversary Edition, June 2013.
- **Shelley Boyd** (English) *Garden Plots: Canadian Women Writers and Their Literary Gardens*. McGill-Queen's University Press, 2013.
- Creative Writing faculty members **Jen Currin**, **Aislinn Hunter**, **Zoe Landale**, **Rachel Rose**, and **Cathy Stonehouse** all had poems included in *Force Field: 77 Women Poets of British Columbia*.
- **Nicola Harwood** (Creative Writing): *Salmon Row*, put on by theatre company Mortal Coil Performance Society at Steveston's historic Britannia Shipyard, returned for a second run, made possible by a \$100,000 in funding from the City of Richmond, August 2013.
- **Noemi Gal-Or** (Political Science) "From Theory to Practice: Exploring the Relevance of The Draft Articles on the Responsibility of International Organizations (Dario) — The Responsibility of the WTO And The UN" was listed twice in June 2013 on SSRN's Top Ten download list for: LSN: Trade Law (Topic) and PSN: Politics of the WTO (Topic), June 2013.
- **Lisa Monchalin** (Criminology) Monchalin, L. and Marques, O. "Preventing Crime and Poor Health among Aboriginal People: The Potential for Preventative Programming." *First Peoples Child & Family Review*. 7(2), 2013.

Public Presentations:

- **Andrew Bartlett** (English) presented "Originary Law" at the seventh annual meeting of the Generative Anthropology Society and conference, UCLA, June 27-30, 2013. He also moderated one of the sessions and introduced one of the two plenary speakers. Dr. Bartlett is currently President of the Generative Anthropology Society.
- **Daniel Bernstein** (Psychology) presented the following papers:
 - With Richard Le Grand, Kumar, R., & Butler, A. (July, 2013). "Hindsight bias is unrelated to learning in the classroom." Paper presented at the International Conference on the Teaching of Psychology, Vancouver, BC. Canada and with Kumar, R. at the meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Calgary, AB. (June 2013)

- With Andre Aßfalg, Begeer, S., & Koot, H. M (July, 2013). “Egocentric biases are equally prevalent in children with and without Autism Spectrum Disorders.” Paper presented at the Conference of the Australasian Human Development Association, Goldcoast, Queensland, Australia.
- Bernstein, D.M., Scoboria, A., & Arnold, R. (2013, June). “Suggestion affects the formation and then the consequences of false memory.” Paper presented at Society for Applied Research in Memory and Cognition, Rotterdam, Netherlands.
- Desjarlais, L., Bernstein, D. M., & Scoboria, A. (2013, June). “False memory: Too broadly defined and hard to predict.” Poster presented at Society for Applied Research in Memory and Cognition, Rotterdam, Netherlands.
- Sager, B., Goodwin, A., Currie, D., Aßfalg, A., & Bernstein, D.M. (2013, June). “The effect of positive and negative feedback on the revelation effect.” Poster presented at the meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Calgary, AB.
- Sager, B., Kreykenbohm, E., Bernstein, D.M., Dastur, F.N., & Froc, D.J. (2013, June). “Motorcycles are not invisible: A change-blindness study.” Poster presented at the meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Calgary, AB.
- Sager, B., Yanko, M.R., Bernstein, D.M., Dastur, F.N., Froc, D., & Spalek, T.M. (2013, June). “Motorcyclist’s lane position as a factor in right-of-lane violation collisions.” Poster presented at the meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Calgary, AB
- McDonald, D. L. L., Richardson, M., & Bernstein, D. M. (2013, June). “‘I remember sounding that out:’ Exaggerated pronunciation enhances the production effect.” Poster presented at the Social Aspects of Autobiographical Memory – Memory and Imagination conference, Aarhus, Denmark.
- Fischer, A.L., Coolin, A., Bernstein, D.M., & Thornton, W.J.L. (2013, May). “Age, Cognitive Performance, and Theory of Mind: Convergent Evidence Across Two Narrative-based Tasks.” Paper presented at Northwest Cognition and Memory, Surrey, BC.
- Kumar, R., & Bernstein, D.M. (2013, May). “Auditory Hindsight Bias ≠ Priming.” Poster presented at Northwest Cognition and Memory, Surrey, BC.
- Zaidi, K.B., Fischer, A.L., Bernstein, D.M., & Thornton, W.J.L. (2013, May). “The impact of anxiety symptoms and cognition on theory of mind performance in healthy adults.” Poster presented at Northwest Cognition and Memory, Surrey, BC.
- **Gira Bhatt** (Psychology) presented two papers in June 2013:
 - With AT-CURA team: Poster presentation at the International Association for Cross-Cultural Psychology, LA, USA: Bhatt, G., Tweed, R. , Douglas, K., Viljoen, J., Gagnon, N., Dooley, S., Rai., R., & Thandi, G. “Examining violence and acculturation of ethnic minority youth in Canada.”
 - With KPU undergraduate students, as well as Steve Dooley and Roger Tweed : a poster presentation at the Canadian Psychological Association, Quebec City: Abedin, R., Lewis, S., Knowlton, B., Scheuneman-Scott, I., Dooley, S., Tweed, R., &

Bhatt, G. "Voices of the community: Perceptions of youth gang involvement and prevention strategies."

- **Shelley Boyd** (English) attended conferences to present: "Nature Altering Tools" - ACQL (Association of Canadian and Quebecois Literature) University of Victoria and "Gardening in Atwoodville: Margaret Atwood's Technologies of the Garden" Nature Perfect? Conference, University of Delaware, June 2013.
- **Greg Chan** (English) participated as a panelist – presenting on Alfred Hitchcock's *Vertigo* as part of an English department conference organized by **Kegan Doyle**.
- **Noemi Gal-Or** (Political Science) presented "Terrorism and the Non-State Actor in the 2011 Interlocutory Decision of the Appeals Chamber of the Special Tribunal for Lebanon" at 81e Congrès de l'ACFAS, Université Laval (Québec) (May 2013)
 - With **Francis Abiew** (Political Science) "International Responsibility of the NSA in International Law: Is There a Case for a Multi-cultural Approach?" at the Non-State Actor Responsibilities: Empirical Findings and Theoretical Considerations" conference.
- **Sheila Hancock** (English) with E. Jane Fee presented "Strategy on the Edge: Redefining Teaching and Learning at KPU" at the Canadian Society for the Study of Higher Education Annual Conference, University of Victoria, June 2013.
- **Jack Hayes** (History) presented "Economic Development and environmental sustainability in Action on the Tibetan Plateau at the Towards Sustainable Development on the Tibetan Plateau: Challenges and Opportunities for China and Canada Seminar, The Mosaic Institute and University of Calgary, Calgary, June 3, 2013.
- **Sarah Hickenbottom-Brawn** with **Ann-Marie McLellan** (Educational Studies): "Happiness through work? Limitations of the notion of career as a means of fulfillment." Poster presented at the 2013 American Psychological Convention, Honolulu, HA, July 31-August 4, 2013.
 - Harvey, N. & Hickenbottom-Brawn, S. "'Cause I wanna be anarchy': Countercultures as an illustration of authenticity?" Poster presented at the 2013 American Psychological Convention, Honolulu, HA, July 31-August 4, 2013.
- **Amir Mirfakhraie** (Sociology) presented three papers in June and July:
 - "Identity and Phobia: Constructing the Ideal Citizen in Iran" Law On the Edge, UBC, July 2-4, 2013.
 - "Racialization of Asia, Africa, and Americas and the Construction of the Ideal Iranian Citizen: Local and Global Representations of Colonialism, Geography, Culture, and Religious Diversity in Iranian School Textbooks" Congress of the Humanities and Social Sciences, Canadian Sociological Association, University of Victoria, June 7, 2013.
 - "Constructions of Phobia, Nationalism, and Fractured Selves in Iranian School Textbooks" Congress 2013 of the Humanities and Social Sciences, Canadian Sociological Association, University of Victoria, June 6, 2013.
- **Lisa Monchalin** (Criminology), as part of the Research Roundtable: Missing Women Commission of Inquiry Unpacked and Revisited, presented "Addressing Root Causes

of Missing and Murdered Aboriginal Women: The Ongoing Effects of Sexism, Racism, and Colonialism.” Law on the Edge Conference at UBC, July 2, 2013.

- **Billeh Nickerson** (Creative Writing) performed numerous readings this Summer, including stops at the Calgary Spoken Word Festival, Galliano Island Writers Festival, Vancouver Museum, Vancouver Queer Arts Festival, and Victoria Pride.
- **Diane Purvey** (Dean of Arts), with P. Neufeld (TRU) presented 3 papers at the British Education Leadership, Management & Administration Society:
 - “Ethical Considerations Emerging from Cross-Cultural Research”; Relational Acumen; and Re-visioning Leadership Development: A University-School District Partnership, Edinburgh, UK, July, 2013.
- **Yanfeng Qu** (Modern Languages) presented “Linguistic Features of Chinese and their Implications for Enhanced Pedagogy and Teacher Training Programs” at the 11th International Conference on Chinese Language Pedagogy, Chengdu, China, June 28-30, 2013.
- **Constanza Rojas-Primus** (Modern Languages) presented “A *competência inter/transcultural no ensino de línguas estrangeiras*” [Inter/Transcultural Competence and Foreign Language Teaching] as the Keynote Speaker of the 3rd Seminar on Foreign Language Teaching at the Universidade Estadual Paulista of Sao Paulo, Brasil, June 13-14, 2013
 - “Inclusion in the Classroom and the Notion of “The Intercultural” at the 38th International Conference on Improving University Teaching hosted by the Universidad Católica de Chile, in Santiago, Chile, July 17-19, 2013.

Awards and Appointments:

- **Aaron Bushkowsky** (Creative Writing) was recently nominated for his 9th Jessie for Outstanding Original Play and also received a commission for a new play from Vancouver’s Art Club.
- **Nicola Harwood** (Creative Writing) recently received a Canada Council grant for *High Muck a Muck: Playing Chinese*, an interdisciplinary collaboration with Canada’s Poet Laureate Fred Wah; composer Jin Zhang; and performers and designers Bessie Wapp and Thomas Loh.
- **Billeh Nickerson** (Creative Writing) received funds on behalf of the department from the Canada Council for the Arts to help support the writer-in-residence program and the department’s reading series.
- **Paul Ohler** (English) was awarded a Katalyst Grant to conduct research into the “Digital Edith Wharton Project.”
- **Dola Pradhan** and **Parthi Krishnan** (Geography) were awarded a Katalyst Grant to pursue the project “Global Warming, Sea-Level Rise and Livelihood Adaptation Strategies: A Study of Communities Along the East Coast of India.”

Community Engagement:

- **Gira Bhatt** (Psychology) with KPU Nursing faculty and AT-CURA team organized a community collaboration event, “Youth to Youth Violence: Working together to care for youth and families: Collaboration among three distinct communities in practice and education.” Presentation at the Fraser Health and Academic Institutions Nursing Theme Day, Surrey, June, 2013.
- **Gira Bhatt** (AT-CURA) hosted two related community events:
 - Sikh Leadership & Law Enforcement Summit on Gang Violence: A Step Toward Action and Results. During the 2-day summit, which included Lower Mainland RCMP, 12 Sikh temple leaders, and youth members, Gira Bhatt presented “Protecting youth from involvement in criminal gangs: A strength-based approach,” Chilliwack, June 2013.
 - Follow-up one-day Sikh Leadership & Law Enforcement Summit on Gang Violence: A step Towards Action and Results, involved 32 law enforcement officers and 42 community leaders, KPU, July 2013.
- **Gira Bhatt** (Psychology) was interviewed on Red FM “The Harjinder show” on the Law Enforcement and Sikh Leadership Summit and Radio AM 1550 Sher-E-Punjab “Tajinder Nijjar Show” on community action on youth gang prevention, July 2013.
- **Shelley Boyd** (English) held a book launch for Garden Plots at VanDusen Botanical Gardens, July 9, 2013.
- **Greg Chan** (English) led a Jade Peony walking tour with ENGL 1202 students, in collaboration with historian John Atkin and the Dr. Sun Yat Sen Classical Chinese Garden for a field study of Chinatown and the Downtown Eastside, July 2013.
- **Noemi Gal-Or** (Political Science) is part of ongoing board work with Dunbar Residents Association; AmCham – Pacific Chapter; American Chamber of Commerce; Member of the Canadian Bar Association Anti-Corruption Team (CBA-ACT).
 - As part of the National International Law Section, Canadian Bar Association, Ottawa, Noemi is the Communications Officer and Editor of the *Canadian International Lawyer and Bulletin* newsletter; attended the conference on Emerging Issues in International Corporate Social Responsibility , Corruption and Compliance; and Executive Annual Meeting
 - Representing the Canadian Bar Association, she is part of a 3 person team drafting an intervener amicus brief to be submitted to the Supreme Court of Canada, June 2013.
- **Sarah Hickinbottom-Brawn** (Educational Studies) is currently the Div 24, APA Theoretical & Philosophical Psychology Membership Chair.
- **Greg Millard** (Political Science) commented on Senate reform on Fairchild TV, August, 2013.
- **Billeh Nickerson** (Creative Writing) served on the BC Arts Council juries for Periodicals and Student Scholarships.
- **Yanfeng Qu** (Modern Languages) represented KPU to adjudicate the 2013 BC ‘Chinese Bridge’ Mandarin Speech Contest for Elementary and High School Students, held at Confucius Institute in Coquitlam, May 2013

- **Constanza Rojas-Primus** (Modern Languages) invited for an interview at radio Universidad Católica in Santiago, Chile (www.radiouc.cl) on August 1, 2013 to discuss the notion of “The Intercultural” and its implications to both KPU students and Catholic University students. “Encuentro Con: Lo Intercultural” [Meeting with: “The Intercultural”]
- **John Rose** (Geography) organized the BC Earth Science articulation meet, hosted by the KPU Geography/Geology department with high attendance from other institutions followed by a field trip of the local geology from John Clague (SFU) in May 2013.

Institution-Wide Initiatives:

- **Noemi Gal-Or** (Political Science) as part of the Non-State Actor Committee of the International Law Association:
 - Organized and hosted the conference “Non-State Actor Responsibilities: Empirical Findings and Theoretical Considerations” with the International Law Association – Canada, the Leuven Centre for Global Governance Studies, and the Flemish Fund for Scientific Research Belgium - A joint international conference of KPU Institution for Transborder Studies (ITS) with Political Studies, June 2013.
 - Drafted OD Bi-ennial report for the 2014 ILA-ASIL conference in Washington DC, June 2013.
 - Interviewed on CTV Montreal on the latest terrorism news regarding the Laval U terrorist arrested in the US, May 2013.
- **Amir Mirfakhraie** (Sociology) organized the First Voices Lecture Series (May – June) including the following topics
 - Romanticizing the Land: Agriculturally Imagined Communities in Palestine-Israel (Jennifer Shuteck)
 - History 12: Through a Different Lens (Hardeep Kaur Khosa)
 - Iran's entry into POLITICAL modernity, constitutional movement, oil nationalization, repression, revolution, and post-revolutionary social movements (Peyman Vahbzadeh)
 - The Notion of Subhuman Identity in the U.S. Government’s War on Terror (Jessica Singh)
 - “What do you mean my perfect academic record won’t get me into any university in the country (Bobby Fahandez, Arash Abbassi, and Tiana Sharifi)
 - The F-Word and Kwantlen (Sim Badesha)
- Organized the KPU Voices Lecture Series (June –July) including the following topics:
 - Lord Curzon and the ‘Persian Question’ and the Rise of Confrontation between Iran and the West (Christopher Ross)
 - The Accidental Polytechnic University (Alan Davis)
- **Larissa Petrillo** (Interim Director, CIR:CLE) is working on the following institutional initiatives:

Faculty of Arts

- Faculty Database on Community-Based Learning, of the nearly 200 surveyed, over 1/3 are interested in some form of interdisciplinary or community work
- Create a non-profit organization database (to be used for community collaboration) with over 90 local non-profit organizations with contacts
- Discussions with Vancouver offices for dozens of non-profit organizations (regarding community service learning) such as Tides Canada, Suzuki Foundation, Richmond Youth Service Agency, etc.
- **Yanfeng Qu** (Modern Languages) supported the International Office with editing and translating recruitment brochures for the School of Business, and participated in the Education Fair at Guangdong University of Foreign Studies and Trade, signing up approx. 50 interested prospective students.

Student Success:

Claire Matthews (Creative Writing) is the department's first graduate accepted into UBC's prestigious Creative Writing MFA program.

Michelle Gruenhage (Educational Studies) Accepted into Masters in Counselling, Trinity Western University

Sarah Hickenbottom-Brawn(Educational Studies) wrote reference, reviewed and supported application for former student **Rachel Falc Baitz** who was awarded a graduate SSHRC – currently in the Educational Psychology program at UBC

Justin McGregor, Ragav Kumar, and Abbey Ratcliff (Psychology) received a CPA Certificate of Academic Excellence with having one of the best undergraduate honours theses at KPU

Justin McGregor (Psychology) was accepted into Law at UVic

Tierney Wiszenski (Psychology) was accepted into the MEd in Human Development, Learning and Culture program at UBC

Michelle Gruenhage (Psychology) was accepted into the MA Counseling Psychology program at TWU

Hayley Leveque (Psychology) was accepted into the MA Sexuality and Gender Studies program at UBC

Michelle Dean (Psychology) was accepted into the MA Occupational Therapy program at UBC

Nilofar Saffari (Psychology) was accepted into the MA Occupational Health and Safety at UBC

Jordon Ali (Psychology) was accepted into the MA Psychology program at Carleton

Sarah Boorman and Brooke Knowlton(Psychology) were accepted into the MA Public Health program at UBC

Faculty of Arts

Lecia Dejarlais (Psychology) was accepted into the MA Urban Planning program at UBC

Ragav Kumar (Psychology) was accepted into the MA Psychology program at UVic

Bertrand Sagar (Psychology) was accepted into the MA Psychology program at SFU

Mallory Kuling (Psychology) was accepted into the Clinical and Developmental Psychopathology Masters program at VU University Amsterdam

Amir Mirfakhraie's SOCI 3270: Education and Globalisation students presented their proposal, entitled "Baha'i Educational Initiative at KPU," to Dr. Alan Davis. The proposal encourages KPU to provide online educational opportunities for marginalized Iranian Baha'i students in Iran, July 23, 2013

Isabel Scheuneman-Scott and **Luisa Piraquive-Buitrago** (AT-CURA Student RAs) participated as youth leaders for DiverseCity Summer camps "Children & Youth Empowerment" for children and youth aged 3-14 years

Isabel Scheuneman-Scott (AT-CURA student RA) received the SSHRC award "Joseph-Armand Bombardier Canada Graduate Scholarship" and will start her graduate program in Criminology at U of Ottawa in the Fall 2013 term.

Marlowe Gunterman (Creative Writing) received a BC Arts Council Scholarship.

Faculty of Academic and Career Advancement

Dean's Office

The fall semester has arrived in the Faculty of Academic and Career Advancement (ACA) with the flurry of activity that began in the spring and continued throughout the summer. Karen Vance was appointed ACA Business Manager at the beginning of July. Coming from the Faculty of Science and Horticulture, Karen has diverse administrative experience in the post-secondary educational environment.

ACA started the fall semester with a successful, very well-attended Faculty of the Whole event entitled "Confluence: Coming Together to Work through Times of Change." Following opening remarks from Dr. Alan Davis and Dr. Salvador Ferreras, Dean Pro Tem Dr. Kathleen Haggith, along with Ariana Arguello from Institutional Analysis and Planning and ACA faculty member Colleen McGoff-Dean, co-facilitated a number of activities that will support the Faculty to move forward with its academic planning.

In the fall semester, the Faculty will host its inaugural Faculty Welcome event for ACA students at each of the campuses, and in terms of faculty scholarship and events, two more events are scheduled for the upcoming academic year: the inaugural ACA Scholars and Snacks event on November 6, 2013, and the second annual ACA Poster Presentations, an event held to celebrate the scholarly and creative activities of the Faculty, on May 14, 2014.

Both international and domestic student enrolments in English Language Studies are up for the summer and fall semesters compared with those in 2012: the accelerated program option (condensed course offerings over seven weeks versus fourteen) is now offered at both the Surrey and Richmond campuses as of fall, 2013. We continue to work on strengthening our Academic and Career Preparation enrolments for our tuition-free courses. Career Choices and Life Success continues to have strong enrolments and will offer an additional delivery at the Surrey campus in January 2014.

Programs – New, Revised, Reviewed

Academic and Career Preparation (ACP)

With the Ministry's support, most of KPU's ACP courses are tuition-free as of this fall. Our region will benefit greatly, as people who need preparatory courses to move ahead on their career paths will be able to get the upgrading they need much more easily.

KPU's Communications and Marketing Department and the ACA recruiter from the Office of New Students have each worked closely with ACP and the Dean's Office to develop promotional materials

Faculty of Academic and Career Advancement

and get the word out about the tuition-free courses, and community information sessions have been set up at each campus for September. Admissions staff and academic advisors have also been informed. We are hopeful that we will have the capacity to meet the resulting demand.

The ACA recruiter is also contacting community agencies (e.g., our regions' various WorkBC offices) to ensure that the staff of such agencies are aware of our programs and the benefits that they provide.

The Registrar's Office has been working with ACP to make the pathways into ACP smoother, more consistent and more understandable to all— to staff, to faculty, and most importantly, to potential students.

Based on a survey by ACP faculty regarding the math needed by other KPU programs, a new preparatory math course has been developed, approved, and articulated provincially. The new course, MATQ 1094, will provide the math upgrading needed by students aiming to enter the social sciences and humanities: it will cover beginning algebra and introductory statistics and will articulate with the K-12 system's new Foundations of Math 11. For students aiming to enter STEM programs (programs in the physical Sciences, Technology, Engineering and Math), our MATQ 1099 will still be offered as a pathway to MATH 1112, calculus and beyond.

The ACP department chairs will be making presentations to other Faculties throughout the fall to help them understand all these changes and, more generally, the pathways to success that ACP provides. Most faculty members outside of ACA wish their entering students had stronger basic skills; we are confident that these presentations will show them how ACP can improve their incoming students' skills.

ACP's off-campus program at the Phoenix Centre in north Surrey is doing well. We continue to explore other community-based options for the future in order to serve our communities.

Access Programs for People with Disabilities (APPD)

APPD Program Revisions: Senate Standing Committee on Curriculum passed the proposed APPD program revisions on June 5, 2013.

Curriculum Revisions: Work continues on the APPD curriculum revisions and to date, the APPD Curriculum Committee has developed 21 new course outlines that are in the process of being approved. The outlines will be presented at the next ACA Curriculum Committee on September 20, 2013.

Career Choices, Life Success (CCLS)

Curriculum revision and course outline development for the CCLS program will continue in the Fall 2013 semester. A half-time contract CCLS instructor position will be posted in the fall for the Surrey campus program that will offer career direction to both women and men. This program will help to fulfill Kwantlen's developmental education FTE targets.

Faculty of Academic and Career Advancement

Similar to the Fall 2012 semester, enrolment is slow for the Fall 2013 program with 17 women enrolled in the Langley campus program to date. It is anticipated, however, that the program will be filled at the September 4th Information Session.

In terms of marketing, new strategies have been implemented to publicize CCLS: an Information Session flyer has been developed by the Communication and Marketing Department and is being distributed by mail, and Eagle Eye is now being used to communicate to the Kwantlen student community.

English Language Studies (ELST)

Regarding curriculum, prerequisites have been revised for the sake of consistency across the department's outlines, to facilitate student enrolment at the service side for placement into appropriate levels of competence, and to ensure successful progression not only from the qualifying courses (see below) to the Diploma Program but also from one level to the next.

The department recently changed the acronym for lower level (i.e., "Pre-Foundation") courses to *English Language Studies Qualifying (ELSQ)* to identify the purpose of the courses for student clarity and understanding. The Diploma Program courses (all beginning with the acronym "ELST") are now easily distinguishable from the lower level qualifying courses (all beginning with the acronym "ELSQ"). Further, a new low-level course was developed and approved for implementation in fall 2013: ELSQ 0015 Basic English Communication. This course provides students with very limited English the opportunity to develop their speaking, listening, reading, and writing skills.

In addition, a one-stop English Language Assessment model was piloted over the summer with Assessment and Testing Services for implementation in Fall 2013. Students who take the ELST English language placement tests currently sit for a listening and speaking test that is scheduled on one day, with the other reading and writing test scheduled on another. This model dictates that students must come for testing on two separate days and times—a process which is not student-centered and may lead to a lack of conversion from test-taker to enrolled student. The "One-Stop Testing" model provides students with the opportunity to take both tests on the same day and speak with faculty members regarding placement—an all-in-one opportunity that is student-centered and is hoped to contribute to greater retention of test-takers as students.

Our Faculty & Staff

Faculty Achievements

Beth Beeching is seconded to Vancouver Community College to work on the Provincial English as Second Language Credential Curriculum Project

Karen Vance joined the Faculty as the new Business Manager at the beginning of August.

Staffing Needs

Due to staffing changes among Instructional Associates (IAs) in the Access Programs for People with Disabilities department, IAs were interviewed and hired throughout the summer. We have also continued to increase the qualified faculty lists in both our Academic and Career Preparation (ACP) and English Language Studies (ELST) departments over the summer in preparation for anticipated increased offerings in the fall. ACP has had two searches, one for Continuous Intake English instructors and the other for Fixed Intake English instructors, while ELST has had one search.

Our Students

Access Programs for People with Disabilities (APPD)

Bhupinder (Sunny) Gill, a Work Exploration program graduate, received the Lieutenant Governor's Medal for 2013 at the May convocation. This medal is awarded to a graduate studying a substantial vocational or career program of fewer than two years, as well as someone who has excelled in their studies and contributed in a positive way to Kwantlen or the community.

Special Events

ACA Fall Gathering

Formerly known as the ACA Welcome Back, faculty and staff were welcomed for the fall semester on Monday, August 26, 2013 in the Melville Centre for Dialogue, Richmond campus.

ACA Scholars and Snacks

In the 2013-2014 academic year, the Faculty of Academic and Career Advancement will be hosting a **Scholars and Snacks** session once per semester at each campus. Faculty and staff are invited to present their creative, scholarly, and/or research work through presentations, which are anticipated to be 60 to 90 minutes long. Faculty and staff will have the opportunity to connect and dialogue with event participants over snacks at the end of the event. The first event will take place on November 6th, 2013.

ACA Student Welcome 2013

For the first time, ACA will welcome our students with a pizza lunch at each of the Langley, Surrey, and Richmond campuses during the second week of classes.

Miss Representation Documentary Series 2013-14 Begins

This successful documentary series has received funding again this year. The first event is the town hall and screening of the documentary *Orgasm Inc.*, with special guest and keynote speaker Liz Canner, the director of the film. The event will be held in the Surrey Campus Conference Centre on Wednesday October 23rd from 4:00 – 8:00 pm.

BC TEAL Annual Conference 2014

Faculty of Academic and Career Advancement

The BC TEAL Conference in 2014 will be hosted by ACA and held at KPU Richmond Campus May 9th and 10th in the Melville Centre for Dialogue, Richmond campus.

Institute of Material Innovation

Preamble:

This is the third report for the Institute of Material Innovation (IMI). This report will illustrate the expansive nature of the ideas initiated in the first six months. IMI was set up to develop design research and creative synergies with industry. It also had the role of working with other Faculties to examine research activities that were transdisciplinary and aligned with materiality. Particular deliverables were engagement in the committees to deliver the new building for the Chip and Shannon School of Design, and to develop an Industrial Engineering Degree to be offered by the Faculty of Science and Horticulture.

In this quarter, the vision that had been developed for IMI, that was created to be congruent with the KPU Strategic Plan that calls for: quality, relevance, and reputation, was moving to inclusive phase. IMI is an institute focused on applied research that represents the key trait of a polytechnic university. The quality of the teaching and the innovative nature of the university will be leveraged to enhance the academic portfolios of the individual faculty creating opportunities to engage in applied research. It is here that efforts were made to reach out to other faculty members to engage with ideas. Some of these discussions are only at an early stage due to the summer break, and it is intended to be developed with a strong web presence.

IMI is devoted to the whole continuum of learning and advancement of knowledge within the frame of materiality. It is within this view that scholars, researchers, students, faculty members, industry and community members are all essential. All of these participants can offer insights, research, and outcomes that ultimately benefit the enrichment of the community in terms of the benefits that materials make within their lives. This structure will allow for applied and transdisciplinary material innovation research through business; science; art and material culture; user-centered design; and through design thinking. This view was clearly stated in the last few reports and the direction is becoming established in the minds of others. The next quarter will see an effort to invited other views to be incorporated and to expand IMI's impact within the university and beyond.

Achievement and Events

- 1.0 The Executive Director has worked on the Steering Committee, Project Management Committee (co-chair), User Committee, Profile Committee, and Design Team with other architectural consultants in order to forward the issues appropriate for each committee in delivering the new Chip and Shannon Wilson School of Design. This has taken the majority of time and effort during this quarter.
- 2.0 Research trips to Toronto to examine the equipment needs for the new School of Design helped towards the understanding of the spatial programming needs. The Executive Director of IMI used his contacts in Toronto to set up a whole day of visits to OCAD, and Ryerson University (Interior Design, Fashion, and Architecture). He was also highly engaged in discussions with the architectural consultants in Toronto.

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- 3.0 IMI developed a Green Paper on Design Research. This is aimed at framing a new approach to thinking about research that is not discipline specific. Supported by the Office of Research, it now needs to be communicated to a wider audience. The discussion has been held up by others seeking clarification of roles.
- 4.0 The Office of Research and Scholarship informed the School of Design that the Executive Director were heavily engaged with have submitted a proposal (KATMIS) to the Western Economic Development Fund (WED). It has received a green light and will soon be awarded. The grant is aimed at growing start-up companies to the next level, as incubation is valuable but most companies fail if they cannot grow beyond the first stage. The initial approach was to focus on the advanced textile industries in our catchment area, and was seen as a positive submission with a final decision pending. The work began when the Executive Director was in the role of Dean of Design.
- 5.0 IMI had been approved to develop an advanced material resource area in the Richmond campus. The clarity of the space usage is still in question, and was not resolved in this last quarter.
- 6.0 Continued discussion with Mr. Bill Mak around the idea of advancing young companies, and of involving students in a project to fund their innovative ideas. Mr. Mak is an internationally trained and recognized designer and educator. A few of his notable engagements and projects were with Microsoft, Google, NASA, Parsons School of Design, Royal College of Art, and Eindhoven University of Technology. Involving Marcello Machado (School of Business), and Sahail Shariff (former ORS), there were opportunities explored about a workshop and symposium in 2014/15. Lack of administrative support hinders the development of this project.
- 7.0 The Executive Director has been involved numerous committees to discuss the new Industrial Engineering degree in the Faculty of Science. Working with a cross-disciplinary committee, ideas that have been developed for the program that will be relevant and rigorous.
- 8.0 The Executive Director for IMI has taken over the guidance for an Ethics application for the visiting scholar for the School of Design. This link will allow for opportunities for open in China for research and visiting professorship funding. The applicant's grasp of the principals of ethical research is proving to be challenging for her.
- 9.0 The most significant event that will prove to be a game-changer in the world of design in whole west coast has just been initiated with meetings with Material Connexion in New York late in May. The meeting was organized by lululemon and involved a team of their innovation leaders who introduce Kwantlen as a partner in shaping a hub of excellence in BC. Material Connexion is a clearly established brand in the growing research area of materiality. The world's largest companies are members who travel to New York to the resource center. The last three months have had the Executive Director for the Foundation Board work closely with the Executive Director for IMI to develop a business plan. Numerous conference calls indicate that the discussions to be on a very positive level between Material Connexion and KPU. The discussions are leading towards having Kwantlen open a branch and establish the first Canadian, and the first west coast office. Extensive market research has been completed to assess the viability of such a venture.
- 10.0 Early discussions are underway to develop a Museum of Design in Richmond. The Executive Director for the Foundation Board and the Executive Director for IMI are working closely in an early draft of an idea to interest developers.
- 11.0 Working with Marcello Machado (School of Business) in developing a Research paper, a book proposal, and an abstract for a Research Panel at the Kwantlen Research Symposium.

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- 12.0 Meeting with Ernest Daddey, Executive Director at Innovation Central Society, to establish opportunities for KPU to work together. His interesting patent on ink technology could provide some valuable joint research projects, and useful applications with industry partners.
- 13.0 Made contacts with numerous First Nations artists regarding project with the Museum of Anthropology regarding the knowledge of materials.