President's Report to the Board

Alan Davis, President and Vice Chancellor

September 2nd, 2014

Students: First and foremost we had 7294 students on campus taking classes (up by about 1.5% from last year), as well as visits by prospective domestic and international students to look around KPU. There was the usual business with admissions and registration and in the faculties as they enrolled students and got organized for the fall semester.

Core Review: On July 2nd, Board Chair Shane King and I presented our Core Review of Programming report to Minister Virk, and we will be following up with a report on its implementation by December 31st. The KPU Core Review was shared with the Board and with Senate, and builds upon a number of projects already underway at KPU: school district liaison, collaborations with SFU Surrey and with TRU, the future of KPU Tech, and the program plan for 3 Civic Plaza.

Skills for Jobs Blueprint: Related to this review was the announcement of a BC Jobs Plan "blueprint" by Ministers Virk, Bond and Fassbender in May of this year: a way to "reengineer" education to align with high demand job areas. During the summer, Gordon Lee has been a member of the steering committee to consider this blueprint, and we will be sharing any implications for KPU during the Fall: early assessments suggest that our program mix is already strongly aligned with areas of high demand, and meeting the targets set by the government should not be problem.

Code of Conduct: In July the Board received a directive from Minster de Jong that we ensure that our employee Code of Conduct and related policies reflect best practices, and we have been working with our sister institutions to ensure that any policy revision or development was initiated so that we could meet the November 30th deadline for posting to our Web site.

The KPU Code of Conduct will outline the key expectations of our employees as embedded in a number of existing and new policies regarding conflict of interest and commitment, financial integrity, use of property, respectful workplace, and so on. All policy revisions and new policies will be out for university-wide comment in mid-September.

CSWSoD: Construction on the new building at KPU Richmond for the Chip and Shannon Wilson School of Design has been delayed: negotiations with the lowest bidder are underway for changes and price adjustments to bring the work and costs within the pre-tender budget amount: an update on the new timeline for opening will emerge from those negotiations.

ELST: Faculty and staff in ACA have been working with Dean Donahoe over the summer to find a sustainable model for ELST after this fiscal year, when all funding from AVED is lost. The results of this work will be discussed over the next few weeks.

President's Council: On August 19th, the first President's Council met: the council includes key academic and administrative managers and the executive group in a somewhat reorganized meeting schedule. At

the first meeting, each executive member shared his or her goals for 2014/15, all of which derive of course from Vision 2018, the Academic Plan, the Core Review actions, and the Resource Planning Task Force recommendations which were finalized in late June.

Governance Retreat: the first ever KPU Governance Retreat was held on August 22nd, and about 60 people attended to hear Dr. Ross Paul, former President at the University of Windsor and Laurentian, followed by a panel of myself with Senate leaders, and to attend some workshops on aspects of governance. We were happy to have several board members join the retreat, including our new members: Hanne Madsen and Bruce Wendel.

President's P.D.: For myself, I attended the Association of Authentic, Experiential and Evidence-Based Learning meeting in late July, and a report is attached. The focus was on the use of e-portfolios to support and enhance learning, and aligned well with some of KPU's goals in teaching and learning. Related to this, the Open Studies group also met to look at ways we can advance the discussion around adding flexibility to our offerings as described in the Academic Plan.

On August 21st, I attended a workshop for audit chairs for the Ontario College quality assurance (QA) and accreditation process, elements of which will be useful to KPU as we build our own QA framework.

PDEC: The President's Diversity and Equity Committee met throughout the summer, with its new policy now fully approved, and the KSA and KPU had a great float at the Vancouver Pride Parade, and a booth at the Surrey Pride event.

New@KPU: the first edition of this new internal communication was issued in August, and it will be another regular way to keep the KPU community informed.

Looking ahead to the Fall:

We may well have a record number of students on campuses, with growth in the numbers of domestic and international students over 2013/14.

Senate will reconvene on September 29th, with Jennifer Au as Vice Chair. It will be a busy schedule as Senate deals with issues that have arisen this summer and as aspects of the KPU Academic Plan are implemented.

On October 1st, we say good bye to Chancellor Arvinder Bubber and welcome our new Chancellor, George Melville, whose first task will be to award an honorary degree to Arvinder. This will be the day before our Fall Convocations on October 2nd and 3rd where the new Chancellor will officiate, and where we will award honorary degrees to former Surrey Schools Superintendent Mike McKay, outgoing Mayor of Surrey Dianne Watts, and Jane Adams, President and CEO of the Surrey Memorial Hospital Foundation.

In September we will be welcoming five colleagues from institutions in China who are exploring the idea of a "polytechnic university." Terry Han, Interim Dean, Faculty of Trades and Technology, is heading up

this leadership training program, aided by Keri van Gerven. Don't be surprised if you see them touring around, sitting in on meetings, etc.

United Way Employee Campaign: we are getting organized for a great Fall campaign, with Alexandra Karapanos and Jim Murray being the co-chairs and support from the Office of the President. Be prepared for a number of fun and engaging activities on each campus to raise awareness and enough money to keep KPU as a top contributor to the United Way within its sector.

Comings and goings: as of September 1st, and hoping nothing else happens in the meantime, we will have a full set of Deans in place for the first time in my career at KPU, when Brian Haugen joins us as Dean of Trades and Technology.

Having said that, further change is afoot as we say good bye to Jeff Norris as Chief Advancement Officer, who is heading off to the Royal Columbian Hospital Foundation as President and CEO. Jeff did so much to make fundraising at KPU so effective, and he helped a lot of people get the funds they needed to study or undertake research, host events, etc. Recruitment is underway for his successor and Marlyn Graziano, Director of External and Government Affairs, will assume his responsibilities in the interim.

Vice-Provost, Teaching and Learning Diane Salter says goodbye in late September, and we appreciate all she has done to establish INSTL, and Learning Matters newsletter, the second edition of which came out in June, and a third edition is due shortly. University Librarian Todd Mundle will be looking after her portfolio as we undertake a search.

Kathleen Haggith, KPU's Associate Dean of Academic and Career Advancement, is off to become Dean, Faculty of Health and Human Science at North Island College, and we wish her all the best.   We are pleased to welcome Aimee Begalka as pro tem Associate Dean.

Patrica Seto said goodbye to the Office for Future Students in order to take a position at Regent College and we thank her for her work in recruitment at KPU.

In my office, we said *au revoir* to Brodie Lewis, who was our first Graduate Intern, and who did outstanding work in support of many activities. He is off to South Korea to teach English for a year. Mike Hills is the new intern, and we welcome him to the team.

I am sure there will be lots of new faces in the faculties and departments across KPU. I hope I can meet you all in the next few weeks. Please do not hesitate to introduce me to your colleagues when opportunities arise.

Association of Authentic, Experiential and Evidence Based Learning (AAEEBL)

Conference Report: Alan Davis

August 10th, 2014

I was fortunate to be able to attend this conference, held from July 28 to 31st. I had heard about it when I presented a keynote to the Canadian Association for Prior Learning Assessment in November, 2013, and it was highly recommended for those who are involved with or interested in new ways to document and assess learning.

While the origins of this area are in adult education, interest is spreading to all areas of both K-12 and higher learning, especially as digital systems enhance and facilitate the processes involved.

It is not a big conference: 200 or so attendees, but it is always held alongside the much larger Campus Technology meeting, and so the overall event is much larger with many exhibitors and some interesting opportunities to attend other sessions.

The theme of the AAEEBL meeting was "Engaged Learning and ePortfolios: Advancing Learning Centered Cultures in a Multimodal Age", and so anyone who has read Vision 2018 and the KPU Academic Plan would see the connection to some of our key goals. While the attendees came from all sectors of higher education: community colleges, technical and 4 year schools and the big research-intensive and Ivy League universities, the majority came from smaller, teaching-focused institutions not too unlike KPU.

ePortfolios have been around for some time, and at KPU they have been used in Nursing and in the HR Management program. Interest in them has grown in recent years across our sector as the debate about "what do our graduates really know and what can they really do" continues, with some commentators questioning, even for the elite ivy league institutions, that there is not much added value for many graduates. Likewise, we know that our system of sequential courses and grades largely favors a certain way of knowing and does not capture other ways, and so there is a social and access dimension to this discussion.

Among all the innovations in teaching and learning, ePortfolios have been termed "the ultimate high impact practice" even though they challenge much of what we take for granted in the traditional classroom, as Trent Batson and Judy Williamson describe in the welcome greeting:

- it is the learner's portfolio and his or her evidence: they can have more control over what they learn and how they learn it
- ePortfolios are dynamic and the learner is the curator who can make links across disciplines, so the notion that knowledge is static and can be neatly packaged into tidy 3 credit courses is exposed
- ePortfolio evidence is generative and collected from all types of activities, not just the formal classroom, and must be measured in ways beyond seat time and discrete grades

- ePortfolio evidence is direct and evolves, and can be used throughout one's career, and so the perception that you need primarily a formal learning record to succeed in the new job market will have to change.

Like most conferences these days, we will be blessed with having many of the presentation materials available online (late August). One interesting activity was the Ignite session where a series of presenters each had 8 minutes to make their pitch, followed by round table opportunities for attendees to find the presenters with whom they would like to follow up. In that way, a lot of good ideas can be shared and time is not wasted listening to full presentations looking for the ideas that really are important to you.

Some of the highlights of the sessions I attended are as follows.

Keynote

- Catalyst for Learning: the Difference ePortfolio Makes: Eynon, LaGuardia CC & Gambino, Guttman CC

Both these institutions have been working with ePortfolios for some time, and now can share data on their impact based on a network of colleges in the Connect to Learning project (C2L). When implemented well, the ePortfolios improve student success, deepen learning, and "catalyze transformative institutional change". A lot of evidence was presented to support these conclusions and the institutional transformation aspects were especially interesting: professional development, outcomes assessment, and scaling-up strategies (a big issue: pilots are easy, wider adoption is not).

Ignite Session

- Why ePortfolios?: Buyarski, Indiana University (IU)

How does one clearly and concisely articulate the potential of ePortfolios to enhance student learning, and how they did this at IU.

Concurrent Sessions

- Personal Learning Networks: Making the Leap from Teaching to learning in a Digital Age: Conn, Southern Polytechnic State University (SPSU), Handy, BlueHost

SPSU has adopted a "flipped classroom" approach so that learning is constructed through design and development of learning objects, and personal learning networks can be created from these objects.

- Accelerating the Credential impact of Experiential Learning: Geith and Heinrich, Michigan State University

How one department is trying to make visible the "planned and unplanned " outcomes of experiential learning in order to reduce time to achievement of a credential using e-Portfolios, journals and more complex assessment processes.

- Success Strategies for Implementing ePortfolios: Kahn, Indiana University

Indiana is clearly a leader in this area and may be worth linking to at some point. Here we discussed how ePortfolio adoption can be underestimated in terms of its impact on change in teaching and learning, and so persistence and patience and multiple trials to discover the best approaches are recommended.

- Iterating on the Academic Transcript: linking Outcomes to ePortfolio Evidence Chen, Stanford and DiPietro, Drexel University

This approach takes the existing notion of a transcript and expands it through hyperlinks to evidence of students' work, with the focus on changing from just grades in courses to how competencies can be demonstrated. The Drexel example was especially compelling and aligns with KPU very well, and is worth following up on since it includes both experiential and applied learning areas.

- Truly, Madly, Deeply Learning-Centered: Sutherland, PebblePad

This was a sales job really from one of the major ePortfolio vendors, this one from the UK, widely used in Australia, and adoption in North America is growing. They call it a "personal learning system" rather than an e-portfolio, and it is worth looking at. For a vendor presentation, this was especially thoughtful, if not philosophical, and used good examples to demonstrate the impact.

- Capstone ePortfolios as Drivers of Faculty Development: Freeman and Turner, Indiana University

How adopting e-Portfolios in senior capstone courses drove a re-thinking of the entire curriculum, and how such ePortfolios can ensure the integrity of an undergraduate degree.

Keynote

- Teetering on the Edge of the Future; Alexander, Consultant

Suggested that we are a pivotal point: we have seen lots of technological change and innovation and many ways that education has responded, and based on what we have learned we can look forward the future and what to expect through various scenarios or narratives: his pitch can been viewed through various streams such as http://vimeo.com/38611377 . Interesting future keynoter at KPU?