

**SENATE**  
**Regular Meeting**  
**Monday, April 22, 2024**  
**4:00 p.m. - 7:00 p.m.**  
**Cedar 2110, Surrey Campus**

**AGENDA**

1. Call to Order and Territorial Acknowledgement ..... Catherine Schwichtenberg 4:00
2. Approval of Agenda
3. Approval of Minutes, March 18, 2024
4. Chair's Report
  - 4.1. President's Report to Senate ..... Alan Davis 4:02
  - 4.2. Provost's Report to Senate..... Diane Purvey 4:04
    - 4.2.1 Full Written Proposal of the Establishment of the Faculty of Graduate Studies at KPU ..... David Burns 4:05
5. Senate Standing Committee on Curriculum ..... Catherine Schwichtenberg 4:20
  - 5.1. Consent Agenda, April 2024
  - 5.2. Admissions Change: Brewing and Brewery Operations Diploma
  - 5.3. Bachelor of Arts (Honours), Major in Criminology
  - 5.4. Associate of Science Framework
6. Senate Executive Committee
  - 6.1. 2024-25 Senate and Committee Meeting Calendar..... Catherine Schwichtenberg 4:30
7. Senate Governance and Nominating Committee ..... Sharmen Lee 4:35
  - 7.1. 2024 04 Nominations
  - 7.2. Renewal of Appointment Committee: Associate Dean, Faculty of Health
  - 7.3. Renewal of Appointment Committee: Dean, Faculty of Academic and Career Preparation
8. Joint Senate Standing Committee on Academic Planning and Priorities and on University Budget (no report)
9. Senate Standing Committee on Appeals (no report)
10. Senate Standing Committee on the Library (no report)
11. Senate Standing Committee on Policy ..... Aimee Begalka 4:40
  - 11.1. Draft Policy AC5 – Graduate Degree Studies

11.2. Omnibus Policy Revision		
12. Senate Standing Committee on Program Review.....	Donna Danielson	4:50
13. Senate Standing Committee on Research (no report)		
14. Senate Standing Committee on Teaching and Learning .....	Andhra Goundrey	4:51
15. Senate Standing Committee on Tributes .....	Andre Iwanchuk	4:52
16. Office of the Registrar .....	Nadia Henwood	4:53
16.1. Election: Vice-Chair of Senate		
16.2. Spring Election Report		
16.3. Approval of Graduates to April 22, 2024		
17. Items for Discussion		
17.1. Draft Presidential Candidate Profile.....	Tony Kirschner	5:00
18. Adjournment to Closed Meeting		

**SENATE  
Minutes of Regular Meeting  
Monday, March 18, 2024  
4:00 p.m. – 7:00 p.m.  
MS Teams Online**

<b>Voting Member Quorum: 16</b>		
Aimee Begalka Allyson Rozell Andhra Goundrey Andre Iwanchuk Brett Favaro Catherine Schwichtenberg, Vice-Chair Diane Purvey Diane Van der Gucht Donna Danielson Fergal Callaghan Fiona Whittington-Walsh Ian Stanwood Ishant Goyal Judy Benevides	Laura McDonald Lindsay Norris Mike Mann Mohammad Kallas Navleen Kaur Sharmen Lee Shelley Boyd Stephanie Howes Syeda Hafsa Todd Mundle Travis Higo Zena Mitchell	Kwuntiltunaat (Kim Baird) Alan Davis
		<b>Non-voting</b>
		Nadia Henwood
<b>Regrets</b>	<b>Senate Office</b>	<b>Guests</b>
Bob Davis Guntas Kochar Katherine Carpenter Michael Cober Shelley Strimbold	Maggie Ding Michelle Molnar Sonia Orlu	Carroll Boydell

**1. Call to Order**

The Chair called the meeting to order at 4:00 p.m.

**2. Approval of Agenda**

**Allyson Rozell moved the agenda be confirmed as circulated.**

**The motion carried.**

**3. Approval of Minutes, February 20, 2024**

**Allyson Rozell moved the minutes be accepted as circulated.**

**The motion carried.**

## **4. Chair's Report**

### **4.1. President's Report to Senate**

The President, Alan Davis, presented his written report, highlighting the ongoing efforts to address changes in international student visa regulations. KPU acted promptly to ensure that students who hoped to arrive in the summer, and whose applications were interrupted, received immediate attention. The goal is for these students to either arrive in the summer or defer their arrival until September. Efforts are being made to ensure that KPU makes the best use of the new student visa regulations.

### **4.2. Provost's Report to Senate**

The Provost, Diane Purvey, referred Senate to her written report. Purvey announced that the proposal for the full faculty of Graduate Studies will be presented at the next Senate meeting for recommendation to the Board of Governors for final approval. She highlighted the importance of this step and noted the scheduled date for this discussion is April 22nd. Additionally, Purvey acknowledged the positive developments across academic areas and expressed special thanks to the Deans for their efforts in addressing future semester changes in response to predictions regarding international students.

## **5. Senate Standing Committee on Curriculum**

### **5.1. Consent Agenda, March 2024**

**Catherine Schwichtenberg moved that Senate approve the attached list of new, revised and discontinued courses.**

**The motion carried.**

### **5.2. Program Change: Fashion Marketing Diploma**

**Catherine Schwichtenberg moved that Senate approve the revisions to the Diploma in Fashion Marketing program and courses associated with this revision, effective September 1, 2024.**

**The motion carried.**

### **5.3. Program Change: Foundations in Design Certificate**

**Catherine Schwichtenberg moved that Senate approve the revisions to the Foundations in Design Certificate program and courses associated with this revision, effective September 1, 2024.**

**The motion carried.**

### **5.4. Program Change: Bachelor of Design, Product Design**

**Catherine Schwichtenberg moved that Senate approve the revisions to the Bachelor of Design, Product Design program and courses associated with this revision, effective September 1, 2024.**

**The motion carried.**

## **6. Senate Executive Committee**

Alan Davis, Chair of the Senate Executive Committee, gave a brief report acknowledging that the committee met and prepared the current Senate agenda.

## **7. Senate Governance and Nominating Committee**

Sharmen Lee, Chair, noted that the committee met on March 5th to recommend a Search Advisory Committee for the position of Associate Dean in the Faculty of Arts.

### **7.1. Search Advisory Committee: Associate Dean, Faculty of Arts**

**Sharmen Lee moved that Senate appoint the following members to the Search Advisory Committee, Associate Dean, Faculty of Arts:**

#### **Student (one)**

- Grace Parker Palidwor

#### **Regular faculty members (up to 6 members)**

- Maddie Knickerbocker
- Stephanie Ashton
- Gregory Millard
- Shiva Olyaei
- Afsana Tabibi

**The motion carried.**

## **8. Senate Standing Committee on Academic Planning and Priorities**

### **8.1. Program Discontinuance: Bachelor of Arts, Major in Community Criminal Justice**

The Dean of Arts suspended intakes to the Bachelor of Arts in Community Criminal Justice in 2017, citing the need for significant revisions. Following discussions, the Criminology Department voted in May 2022 to discontinue the degree.

**Catherine Schwichtenberg moved that Senate approve the discontinuation of the Bachelor of Arts, Major in Community Criminal Justice, effective September 1, 2024.**

**The motion carried.**

### **8.2. Program Discontinuance: Bachelor of Arts (Honours), Major in Community Criminal Justice**

The Dean of Arts suspended intakes to the Bachelor of Arts (Honours) in Community Criminal Justice in 2017, citing the need for significant revisions. Following discussions, the Criminology Department voted in May 2022 to discontinue the degree.

**Catherine Schwichtenberg moved that Senate approve the discontinuation of the Bachelor of Arts (Honours), Major in Community Criminal Justice, effective September 1, 2024.**

**The motion carried.**

**9. Senate Standing Committee on Appeals**

No report.

**10. Senate Standing Committee on the Library**

Todd Mundle referred Senate to the written report.

**11. Senate Standing Committee on Policy**

Aimee Begalka, Chair, referred Senate to her written report.

**12. Senate Standing Committee on Program Review**

Donna Danielson, Chair, referred Senate to her written report.

**13. Senate Standing Committee on Research**

Brett Favaro referred Senate to the written report.

**14. Senate Standing Committee on Teaching and Learning**

Andhra Goundrey, Vice-Chair, referred Senate to the written report.

**15. Senate Standing Committee on Tributes**

No report.

**16. Office of the Registrar**

**16.1. Notice of Election of Vice-Chair, Senate**

Nadia Henwood, AVP Enrolment Services, Registrar, and Secretary of Senate, reminded members that the Senate Vice-Chair election is conducted annually at the April Senate meeting. This announcement serves as a one-month advance notice.

**16.2. Approval of Graduates to March 18, 2024**

Nadia Henwood presented the list of graduates.

**Fiona Whittington-Walsh moved that Senate approve the list of graduates to March 18, 2024**

**The motion carried.**

**16.3. Update on Approval of Graduates, February 20, 2024**

Nadia Henwood announced an amendment to the list of graduates approved on February 20, 2024. This correction involved removing two names from the list due to an administrative oversight.

**Allyson Rozell moved that Senate approve an amendment to the list of graduates from February 20, 2024 Senate**

**The motion carried.**

**17. Items for discussion**

Alan Davis discussed the format of upcoming Senate meetings, addressing confusion caused by in-person versus virtual scheduling inconsistencies. Davis expressed a desire to transition back to face-to-face meetings by June, contingent on overcoming logistical challenges and member availability. A consensus emerged on conducting polls to determine availability and preferences for the format of future meetings. Michelle Molnar, from the Senate Office, will send out a Doodle poll to gather this information.

Alan Davis also took a moment to welcome and acknowledge new faces in attendance at the meeting.

**18. Adjournment**

The meeting adjourned at 4:36 p.m.

**SENATE**

**Agenda Item: 4.1**

**Meeting Date: April 22, 2024**

**Presenter: Alan Davis**

**Report to Senate  
Alan Davis, President and Vice Chancellor  
April 22, 2024**

In addition to the regular administrative and governance duties, the following activities are of note.

- March 19 saw the annual Research Showcase, which I was able to pop in and out of, and on the 21<sup>st</sup> KPU hosted its annual Antiracism symposium.
- The Polytechnic Canada board met on March 21, and the BCAIU presidents met in Vancouver on March 22.
- On March 26 I was able to attend the Council of Presidents sessions at the Association of Governing Boards Council of Presidents meeting.
- The KPU Board of Governors met on March 27<sup>th</sup> and received reports from the Vice Chair of Senate on our work in the previous 3 months.
- I welcomed attendees to the wonderful South Asian Arts Festival on April 4<sup>th</sup> and attended the BFA Graduate exhibition on April 5<sup>th</sup>.
- I was fortunate to be able to attend the European Association of Universities meeting on April 9 to 12, with a special focus on the issue of “Integrity” in all aspects of university missions: leadership, teaching and learning, research and of the institutions as a whole.
- The Universities Canada Spring meeting was held on April 16 and 17 with an excellent session on the public’s perception of universities.
- On April the 19<sup>th</sup> I joined in the first of 2 sessions organized by the Post-Secondary Employers’ Association on the Public Interest Disclosure Act.



## SENATE

**Agenda Item: 4.2**

**Meeting Date: April 22, 2024**

**Presenter: Diane Purvey**

### **Report to Senate Dr. Diane Purvey Provost and Vice President, Academic**

#### **Provost's Report**

##### **Faculty of Science**

- **Laura Flinn** (PHYS instructor) did an interview for Fairchild TV about the solar eclipse and the solar viewing party event held on the Richmond campus to celebrate it:  
[Eclipse2024FairchildTV.mp4](#)
- There is a new storage shed going up on the Garden City Lands, Richmond, supporting Sustainable Agriculture.

##### **Faculty of Arts**

- On April 11<sup>th</sup>, **Associate Dean Melinda Bige** was recognized at the University of Victoria's Distinguished Alumni Celebration Reception in Victoria. Melinda received the Indigenous Community Alumni Award in recognition for her professional achievements, leadership, and support in improving outcomes for Indigenous people. Congratulations, Melinda!
- The **2024 BFA Graduation Exhibition *Quixotic*** took place on Friday evening, April 5<sup>th</sup>, on the Surrey campus. Through the leadership and care of their instructor Jessica Gynp, the BFA students worked diligently to conceptualize and organize this exhibition. *Quixotic* "refers to being exceedingly idealistic, romantic, or visionary." Many thanks to Jessica and Department Chair **Alison MacTaggart** for their dedicated work in supporting this annual event. Friends, family, fellow students, Fine Arts faculty and staff, President **Alan Davis**, Provost **Diane Purvey**, the Arts leadership team, and community guests took part in the celebration as a number of Fine Arts students received awards for their work and in support of future projects. The student exhibition will be on display in the Arbutus Gallery, and the Spruce Atrium and Gallery from now until April 17<sup>th</sup>. Congratulations Fine Arts on a wonderful event.

- The **Second Annual South Asian Arts Festival** was held on Surrey campus on April 4th. Incredibly talented students shared their poetry, singing, drumming, and dancing. The room was overflowing with creative energy and joy. Congratulations to the two co-organizers of the festival, VP **Asma Sayed**, who helped to fund the event through her CRC in South Asian Literary and Cultural Studies; and **Gurpreet Sian** from the Language and Cultures Department. A big round of applause is also extended to Music faculty member **Daniella Da Cunha Gramani**, who taught the Global Drumming courses this semester; the Communications and Events Coordinator team and especially Samantha Harrold for her dedicated work; and the LANC, MUSI, and CRWR students who performed with enthusiasm and skill.

### **Wilson School of Design**

- In early March, fashion icon, designer and donor **Simon Chang** visited the Wilson School of Design. As a Design donor for close to 30 years, the Order of Canada recipient met with our students, weighed in on their projects and generally gave each of them a boost of self confidence with his infectious and positive attitude.
- On March 27, the Wilson School of Design and Indigenous Designer in Residence, **Pam Baker** hosted an intimate reunion with the 2019-2020 participants from the Squamish Nation Foundations in Design co-hort. This was a wonderful and inspiring evening for the group that never had an opportunity to celebrate their accomplishments due to the pandemic.
- On April 4th, the Fashion Marketing graduating class hosted an engaging on-campus event, titled Behind the Seams. This unique event showcased the designs of 3rd year Fashion & Technology students, presented a live-draping process with Fashion & Technology alumna **Bahareh Memarian**, and celebrated the work of the Fashion Marketing students.

### **Policy Team**

#### Draft Policy AC5 Graduate Degree Studies, Omnibus Policy Revision

After completing Phase Two Posting on March 4, 2024, draft Policy AC5 and omnibus policy revision received support from the Polytechnic University Executive to proceed to their respective approving jurisdictions for final approval. AC5 and omnibus policy revision are now submitted to the SSC Policy meeting on April 3 for recommendation to Senate for approval. In addition to Senate's approval, two Procedures, AC10 (*Development and Change of Senate-Approved Programs*) and AC13 (*Minimum Qualifications for Faculty Members*), in the omnibus policy revision package will also be sent to the Board for approval.

#### Proposed Faculty of Graduate Studies

Following a university-wide consultation process from January to March 2024, the Faculty of Graduate Studies Full Written Proposal Task Force endorsed the full written proposal to establish a Faculty of Graduate Studies at KPU. The Task Force will be submitting the final proposal documents to the April 22 Senate meeting, for recommendation to the Board of Governors for final approval at its May 22 meeting.

For graduate studies-related updates and detailed information, please visit the AVP, Academic SharePoint site (Link: <https://kpuemp.sharepoint.com/sites/avpa/SitePages/Update-on-Faculty-of-Graduate-Studies.aspx>).

#### Draft Policy and Procedure ER2 *Naming of University Assets*

Draft Policy and Procedure ER2 (amalgamation of AC12 *Naming, Academic Units* and ER8 *Asset Naming Opportunities*) has gone through an extensive preliminary consultation and amendment process. It is currently expected to go through Phase Two Posting in April.

#### Other Policies in Consultation

Policy and Procedure AC3 *Program Review* completed Phase One Posting in late March. The Policy Developer (Office of Planning & Accountability) is currently conducting consultation.

For a list of all Policies and Procedures currently in consultation and amendment stage, please see the AVP, Academic SharePoint site (Link: <https://kpuemp.sharepoint.com/sites/avpa/Shared%20Documents/List%20of%20Policies%20at%20Consultation%20Stage.pdf>).

#### Communication

Questions and feedback can be directed to [policy@kpu.ca](mailto:policy@kpu.ca) (policy and academic initiatives) or [graduatestudies@kpu.ca](mailto:graduatestudies@kpu.ca) (graduate studies).

## **Curriculum Team**

CIM Programs, the software to support program development and revision will be launched in summer, 2024. The Curricular Support team is developing training and a tips sheet for this new module and will bring an item for information and demonstration to curricular committees in the months prior to its launch.

KPU Flex is finalizing the pilot project with the NGO and CADD departments and gathering feedback from student applicants and from the faculty assessors to improve future recognition of prior learning initiatives. Programs interested in discussing how they might engage with recognition of prior learning through ePortfolios are welcome to reach out to the team at [Flex@kpu.ca](mailto:Flex@kpu.ca).

The [Curriculum Hub](#) is being updated with new materials and links to other resources that might be helpful in the development of curriculum. Feedback and suggestions for new materials to house on this site are welcome and can be sent to [OProCurriculum@kpu.ca](mailto:OProCurriculum@kpu.ca).

## **Academic Integrity Team**

The Academic Integrity Unit has developed an Academic Integrity Resource Shelf which has been well received by faculty and Dean's Offices. The resource shelf brings together into one place the academic integrity resources at KPU and is organized into 4 sections: resources for before a breach has occurred,

resources for after a potential breach has been identified, other resources for faculty, and resources to share with students. In addition, the unit has been working on an exam invigilation resource, new faculty checklists, and an introduction to Policy ST2 video. Many of these are being developed in consultation with other departments, including Teaching & Learning and the Student Rights and Responsibilities Office.

The team was also present at different events, including the Melville Mentor Trainings (throughout late-March), Arts Trivia Night (March 28) and Library's Long Night Against Procrastination (April 11), to continue engaging and educating students around academic integrity and sharing resources. **Alejandra Silvera** is moving into a temporary 6-month Academic Integrity Strategist role to continue supporting KPU's educative efforts.

Coming up, is the expected launch of our Restorative Justice Moodle Course and a half-day introduction to restorative justice session in late April.

## Continuing Professional Studies Team

The Continuing and Professional Studies Unit has new courses approved for offering. Three are from the Melville School of Business and one from CPS Central. These are:

- PBUS 9101 – Being a Creative Entrepreneur
- PBUS 9102 – Finding the Right Product
- PBUS 9103 – Startup Finances
- CONT 9001 – Generative Artificial Intelligence: What is all this about?

The first offering of the Teaching Children to Read course (CONT 9000) in February 2024 obtained positive feedback from the students. The second offering is scheduled from May 16 to June 13, 2024.

## Work Integrated Learning Team

Since its launch in 2021, KPU's Service Learning Assistant has seen sixty-two student assistant contracts across the University. [Service Learning Assistants](#) (SLAs) are paid student leaders who help coordinate and support service learning courses at KPU. Faculty members who would like to add a new experiential, community-engaged component to their course are able to nominate students to work with them while they institute the new approach in their course. These same student assistants are also able to visit your classroom, if you would like assistance filling in KPU's Work-Integrated Learning forms-- which include statements on confidentiality when working with an external partner, as well as Intellectual Property and Conflict of Interest statements. If you would like an SLA to visit your classroom to facilitate the WIL process, please contact [wilforms@kpu.ca](mailto:wilforms@kpu.ca). If you're not sure if you're 'doing' Work-Integrated Learning in your course, feel free to check the 'learning outcomes' in the Faculty guidebook on the [WIL website](#), or contact [Larissa.Petrillo@kpu.ca](mailto:Larissa.Petrillo@kpu.ca) for ideas and support.

## Including All Citizens Team

Various workstreams are currently underway to support the work on IACP. Here are some of the highlights:

- Mentoring and support are being provided to current IACP students and faculty.
- Meeting with potential students.
- Working on creating supported learning admissions category.
- Promoting and marketing IACP for Fall 2024 cohorts.
- Developing an IACP Pressbook.
- Created one course release position for new IACP English Instructor for Fall 2024 with KFA support: creating and posting ad; creating search committee; interviewing.
- Organizing interviews for IACP applications for Fall 2024.
- Creating new IACP Ed Plan for Fall/Spring 2024 with two additional cohorts.

Additional workstreams that are currently underway to support accessibility and inclusion initiatives and provide a disability lens at KPU. Here are a few highlights:

- Working with Barber team, 'I am here because you are here', on initiatives (2023-2026) celebrating intersectional embodiment and resistance with: **Dr. Jennifer Hardwick, Vicki Haynes, Dr. Asma Sayed, Dr. Greg Chan.**
- Continuing research on post-secondary services for students with disabilities.
- Collaborating with **Gordon Cobb** and **Simon Driver** on filming theatrical vignettes for the Lead Advisor's *Transforming Post-Secondary Services for Students with Disabilities* project. 0.6% PD funded activity.
- Meetings with AVP, Teaching and Learning regarding numerous partnership possibilities.

## People

### Talent Searches

**Alia Somji** and **Dr. Abhilash Nambudiri**, are the successful applicants of the two Associate Dean roles in the Melville School of Business. Alia and Abhilash will take on their roles for a 5-year term (April 1, 2024 to March 31, 2029)

### Office of the Provost

**Alejandra Silvera** is moving into a 6-month Academic Integrity Strategist role within the Academic Integrity Unit, starting April 8, 2024.

Congratulations to all!

## Notable meetings and events attended by the Provost's Office

- The Provost and other members of KPU travelled to Nicola Valley Institute of Technology, Merritt for a tour and potential program connections, March 11-12, 2024
- SWAAC, (Senior Women Academic Administrators Canada), conference planning meeting, March 12, 2024
- Gateway Board meeting, March 12, 2024
- BCcampus Co-Chairs meeting, March 13, 2024
- Wake Up - Social Justice Music festival, KPU Surrey campus, March 13, 2024
- KPU Entertainment Arts VFX Mixer event, hosted at Science World, March 14th, 2024
- BCAIU VP Academic Meeting, Nanaimo, March 18, 2024,
- Research Showcase 2024, Conference Centre & Spruce Atrium, Surrey campus, March 19, 2024
- EAB (Education Advisory Board) Provost Roundtable on Student Success, Washington, DC, March 26–27, 2024
- SWAAC, (Senior Women Academic Administrators Canada), conference planning meeting, April 3, 2024
- Second Annual South Asian Arts Festival, April 4, 2024
- 2024 BFA Graduation Exhibition *Quixotic*, April 5, 2024
- Gateway Board meeting, April 9, 2024



*Dean of the Wilson School of Design, Andhra Goundrey and Designer Simon Chang pictured at the Wilson School of Design.*



*The picture above is of the new shed, Garden City lands, Richmond, courtesy of Alysha Felder*

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## SENATE

**Agenda Number:** 4.2.1

**Meeting Date:** April 22, 2024

**Presenter(s):** Dr. David Burns

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**AGENDA TITLE:** FULL WRITTEN PROPOSAL ON THE ESTABLISHMENT OF THE FACULTY OF GRADUATE STUDIES AT KWANTLEN POLYTECHNIC UNIVERSITY

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT Senate recommend the Board of Governors approve the establishment of the Faculty of Graduate Studies at KPU, effective September 1, 2024.**

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

On Nov. 20, 2023, Senate reviewed the preliminary proposal on the establishment of the Faculty of Graduate Studies (FoGS) at KPU, as well as the Provost's evidence-based rationale for accepting the proposal, passing the resolution that the creation of FoGS warrants further consideration.

As per Procedure B.1.d of GV9 Establishment and/or Discontinuance of Faculties and Departments, a Task Force headed by Dr. David Burns (the Provost's designate) was established to carry out a thorough, University-wide consultation with key interested parties leading to a full written proposal for Senate and the Board's approval in 2024 (see the composition of the Task Force in Appendix C of the full written proposal).

On March 11, 2024, after a thorough consultation process and further development of the draft proposal, the Task Force endorsed the full written proposal to proceed to Senate for consideration and recommendation to the Board.

In accordance with GV9 Procedure B.1.f and g, Senate will consider the proposal by addressing the academic and reputational merits for and against the creation of FoGS and will make a recommendation to the Board concerning the proposal. The Board will consider Senate's recommendation as well as the budgetary, reputational and operational reasons for or against the creation of the FoGS and will make the final decision.



## **Key Messages**

1. The “Full Written Proposal on the Establishment of the Faculty of Graduate Studies at Kwantlen Polytechnic University” is submitted to Senate for recommendation to the Board.
2. The Task Force has endorsed the full written proposal after a thorough University-wide consultation process.
3. The proposed implementation date of FoGS is September 1, 2024.

## **Resource Requirements**

See section 11 of the full written proposal.

## **Implications/Risks**

Without the proposed FoGS in place, there will be risks for the University community including but not limited to: a lack of support for faculty and students, lack of administrative and governance structure and policy guidance on guidance (supervision), thesis, withdrawal, and inconsistencies on practices and guidelines on the operational and administrative processes that support master’s studies.

## **Consultations**

1. See Appendix B of the full written proposal.

## **Attachments**

1. Full Written Proposal on the Establishment of the Faculty of Graduate Studies at Kwantlen Polytechnic University
  2. Master’s Thesis or Project Dialogue Sample Regulation
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## **Submitted by**

Tristan Li, Policy and Academic Affairs Specialist

## **Date submitted**

April 4, 2024

Full Written Proposal  
on the Establishment of the  
**Faculty of Graduate Studies**  
at  
Kwantlen Polytechnic University

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## 1. Executive Summary

In order to offer master's programming, KPU needs a governance structure to set new academic standards, provide appropriate advice to and representation at Senate, and to oversee only the small number of administrative functions specific to master's studies that KPU's existing Faculties do not currently support, such as organization of future thesis work or assignment of academic supervisors/guides to students. The proposed FoGS will alleviate the burden to Faculties of offering new master's programs.

## 2. List of current Faculties

- Faculty of Academic & Career Preparation
- Faculty of Arts
- Faculty of Educational Support & Development
- Faculty of Health
- Faculty of Science and Horticulture
- Faculty of Trades and Technology
- Melville School of Business
- Wilson School of Design

## 3. Name of proposed new Faculty

Faculty of Graduate Studies (FoGS)

## 4. Academic, reputational, and operational rationale for creation of proposed new Faculty

### Academic rationale

The expansion of teaching, learning, and research at the graduate level at KPU requires a formal administrative and governance structure. Section 47(1) of the University Act stipulates that Special Purpose Teaching Universities are to, *inter alia*, provide academic programs leading to certificates, diplomas, baccalaureate and master's degrees that meet the needs of the region and beyond. KPU currently offers two graduate diplomas (Global Business Management, Green Business Management and Sustainability) and one graduate certificate (Sustainable Food Systems and Security). As the University develops its first master's degree proposal in Operations, Supply Chain, and Logistics Management in 2023-2024, the proposed FoGS will enable the strategic planning and the concerted, long-term effort required to support future master's programs at KPU, as well as the continued expansion of higher education available in our region.

The establishment of the proposed FoGS is a direct response to goal #9 of KPU's Academic Plan 2023: to offer graduate studies at KPU that enable members of our region's workforce to upgrade their credentials through innovative new graduate degrees at KPU.<sup>1</sup> The proposed FoGS will provide the

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<sup>1</sup> "Graduate Studies at KPU," Academic Plan 2023, Kwantlen Polytechnic University, 2018, <https://www.kpu.ca/vp-academic/academic-plan-2023/graduate-studies>.

infrastructure to inform and strengthen operation, administration and governance of future master's programming in part through systematically implementing policies and regulations that foster learner fulfillment.

A centralized administrative and governance unit for master's programming will help elevate the voices of faculty members and graduate students, foster a vibrant intellectual community and further advance research and scholarship opportunities. The proposed FoGS will achieve these goals in part by enhancing collaboration among disciplinary Faculties and between KPU and other institutions. Such collaboration works towards developing uniquely positioned master's programs with interdisciplinary perspectives that serve the diverse needs of our community and industry.

Recognizing that master's students will have different needs from other student groups, the proposed FoGS will also provide the infrastructure to ensure that master's students have the appropriate guidance, tailored support services and access to master's student-specific resources, such as grants and funding. The proposed FoGS will serve as a centre for collaboration with and between existing Faculties, supporting future master's programs and the teaching and learning of faculty and master's students.

### **Reputational rationale**

Honoured to carry the Kwantlen name, KPU commits itself in the VISION 2026 strategic plans to prioritize "decolonization of institutions and full inclusion of Indigenous peoples," and to "implement *xé?el̓* to foster decolonization and reconciliation."<sup>2</sup> One of the ways identified by the University to progress on these goals is "[w]eaving Indigenous ways of knowing, doing, being and becoming in education."<sup>3</sup> To work towards these goals, the proposed FoGS will foreground Indigenous teachings and practices to guide and inform teaching and learning of master's students, especially in areas like graduate student guidance. The proposed FoGS will increase opportunities for the Indigenization of master's programming via draft Policy AC5 *Graduate Degree Studies* and developing FoGS general regulations and by-laws, in advancement of KPU's public commitments under the [the \*xé?el̓\* Pathway to Systemic Transformation Framework](#).

The work to propose the FoGS and build master's studies *started* with obtaining guidance from members of the University's host nations. Teachings from Cyril Pierre, Elder of the *qí cáy̓* (Katzie) First Nation, his son Spencer Pierre, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the *kwikwəłə̓m* (Kwikwetlem) First Nation, informed the proposal and draft Policy AC5. Their teachings underscore connectedness, reciprocity and community, while they envision education to be open-ended, non-confrontational, non-judgmental and nurturing. Guide-learner relationships that reflect these values and ideas are crucial to the well-being and success of graduate students, especially those from marginalized communities, and to providing education that encourage community building and contribution.

The proposed FoGS will establish the administrative support structure that helps attract and retain faculty and students, and enhance the visibility of the University. The reputational premium that comes with having a graduate school will raise KPU's profile in the region and beyond, strongly signal

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<sup>2</sup> "VISION 2026," Planning at KPU, Kwantlen Polytechnic University, May 16, 2023, <https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20FINAL%20-%20May%2016%202023.pdf>.

<sup>3</sup> "VISION 2026."

our expanded graduate-level teaching, learning and research to external communities and partners, and further enhance our commitment to the students and communities we serve.

Finally, it is a common practice for universities to establish a FoGS to administer and support master's level programming; in our external consultation, it was also recommended for KPU to do the same to ensure Senate representation for faculty teaching and students learning in master's programs.

### **Operational rationale**

The establishment of a FoGS at KPU is a direct response to a number of goals stipulated in KPU's VISION 2026:<sup>4</sup>

#### Experience

- Goal A1: enhance the experience of our students
- Goal A2: enrich the experience of our employees

#### Sustainability

- Goal B2: integrate planning to sustain institutional health by aligning KPU operations with our resources

#### Justice

- Goal D1: foster decolonization and reconciliation
- Goal D2: advance equity, diversity, inclusion and accessibility across KPU

#### Quality

- Goal E1: ensure continuous improvement of all KPU programs and services
- Goal E2: hold each other responsible for our promises and our expectations
- Goal E3: be accountable and transparent to our friends, communities, partners and governments

In support of progress on Goal A1 and 2, the proposed FoGS's Graduate Studies Council will be comprised of representatives from disciplinary Faculties and of master's students, and empower them to deliberate and make key decisions that directly impact their work and learning journey at KPU. This provides opportunities for employees and students to enrich their work and campus experience, understand and impact the Faculty's operation, and develop skills and competencies crucial to democratic processes and success in the workplace.

To ensure provision of resources students need in order to succeed academically, the proposed FoGS will allow the University to develop and oversee the administrative infrastructure and capacity to support master's programming, coordinating with other University offices and departments in response to the unique challenges and needs master's students may face; it will also ensure the development and successful operationalization of academic policies and processes critical to the success and wellbeing of master's students at KPU, on matters like guide (advisor/supervisor) relationships and leave of absence.

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<sup>4</sup> "VISION 2026."

In support of progress on goals related to sustainability and quality, a clear administrative and governance structure will be instituted through the establishment of the proposed FoGS. The move will eliminate confusion and enhance accountability by establishing a clear set of mandates, roles and responsibilities amongst individuals and units that support master's programming across the University. It will also ensure that the University does not duplicate human and financial resources and efforts in supporting master's studies.

Draft Policy AC5, the principal document laying the groundwork for the proposed FoGS and future master's programs, is under development since fall 2023; the proposed FoGS will also develop a set of general regulations and by-laws. Principles and goals of decolonization and equity will be embedded and foregrounded in these foundational, regulatory documents, aiming to create an inclusive, nurturing and supportive environment where students and employees feel included, respected and safer spiritually, socially, emotionally and physically.

For members of marginalized communities, the journey through higher education may look different from the supposed, linear pathway from undergraduate to graduate degrees, all done within a couple of years of finishing high school. Recognizing the barriers to higher education, and through curriculum design and use of Prior Learning Assessment and Recognition (PLAR), master's programs at KPU will work to expand access to higher education, especially for mature learners in our region who are balancing work and life responsibilities.

The proposed FoGS will provide essential administrative and governance oversight on graduate studies. Without the proposed FoGS in place, there will be risks for the University community including but not limited to: a lack of support for faculty and students, lack of administrative and governance structure and policy guidance on guidance (supervision), thesis, withdrawal, and inconsistencies on practices and guidelines on the operational and administrative processes that support master's studies.

## 5. Organizational structure details of proposed new Faculty

### **Number and name of proposed Departments, programs, research units, and other academic services (new or existing)**

The proposed FoGS will serve two broad purposes – to set the needed academic standards for master's programming (through its own deliberations and through its advice to Senate), and to offer academic infrastructure to the existing Faculties. It will neither supervise faculty members nor schedule or offer programming. It will set and propose standards for that programming and will provide master's program-specific supports not currently offered by the existing Faculties.

Under the University Act, section 39(1)(2), a Faculty must be recommended by Senate and approved by the Board. A Faculty must have a Dean and representation at Senate per section 35.2(2)(d), and section 40(b) provides for student representation at meetings and faculty proceedings. The establishment of the proposed FoGS will be in compliance with the University Act.

The proposed FoGS will be administered by a Dean with administrative support. The Dean will be the leadership representative of the Faculty, and the Dean's office will work with other disciplinary Faculties and service units (e.g. Office of the Registrar, Student Services) in support of master's

studies. The Dean will report to the Provost and Vice President Academic, and will have a seat on Senate and other leadership councils as appropriate to ensure participation and representation on strategic and policy development in master's programming. The Dean will also be the leadership representative of FoGS externally, helping to raise the profile of KPU master's studies, build partnerships and connect with external opportunities.

The proposed FoGS will be responsible for the necessary administrative requirements to build and sustain master's programming at KPU, including quality control, leadership, policy advice, as well as support and services for master's students and faculty.

The proposed FoGS will establish a Graduate Studies Council and relevant standing committees on the development and implementation of appropriate general regulations, by-laws, and supporting operating procedures, in conjunction with existing policies and governance structure and on issues specifically pertaining to graduate degree studies.

The Graduate Studies Council, or appropriate standing committees as defined in the Faculty by-laws, shall be responsible for the following matters:

- For the purpose of academic standards, making recommendations to the Dean of FoGS regarding admission to master's programs or other graduate programs designated by Senate as within the jurisdiction of the Faculty of Graduate Studies.
- Making recommendations to the Dean of FoGS regarding student leave of absence and withdrawal.
- Making recommendations to the Dean of FoGS regarding the assignment or reassignment of Graduate Guides (Supervisors).
- Making recommendations to the Dean of FoGS regarding the composition of, and appointments to, the panel that will engage in the concluding dialogue for the thesis or project (examination or defense).
- After receiving a full program proposal or program revision proposal from a disciplinary Faculty, making recommendations to Senate regarding that proposal.
- Providing advice, if requested by the Dean of FoGS, on minimum qualifications for faculty members who teach in a master's program in accordance to Policy AC13, after the Dean of FoGS received recommendations from the disciplinary department(s) and consulted the Dean(s) of the disciplinary Faculty (Faculties).
- Making recommendations to Senate regarding academic standards for master's programming.
- Making recommendations to the Dean of FoGS regarding the graduands of the Faculty of Graduate Studies.

Until such a time as a range of programs exist that could populate the FoGS Graduate Studies Council, the Council will be populated by faculty representatives chosen by the Faculties that are likely to offer masters' programming in the future: Melville School of Business, Faculty of Arts, Wilson School of Design, Faculty of Science, and Faculty of Health (neither Trades and Technology nor Academic and Career Preparation is included, as these Faculties currently offer courses at different credential levels). The FoGS Graduate Studies Council will also have student representation.



The proposed FoGS will not offer its own programs or house its own students or faculty. Existing Faculties will be responsible for proposing and offering master's degree programs but, notably, will be encouraged to emphasize fields of study that are applied, polytechnic and interdisciplinary in nature. Graduate diploma programs and below will not be a part of the FoGS in the immediate future, although Doctoral studies are expected to be part of the FoGS if KPU is authorized to offer them in the future.

## 6. Detailed assessment of the impact on current and future students, existing Faculties and Departments

### **Assessment of the impact on current and future students**

Current undergraduate students at KPU will be able to continue their learning journey through future master's programming. The FoGS will provide the structure and processes that will help increase student engagement and retention for future and current graduate students. Future graduate students pursuing a master's degree at KPU will have the unique and well-defined administrative, policy, and governance structure to support their needs. There will be no negative impact on current and future students at KPU.

### **Assessment of the impact on existing Faculties and Departments**

The proposed FoGS will collaborate with existing academic Faculties and Departments to provide the leadership, as well as administrative and governance support, required to administer graduate studies at KPU, preventing duplication of resources and efforts by other academic Faculties and Departments. A well-defined policy structure along with a set of general regulations and by-laws will provide the necessary leadership, as well as the policy and governance structure, to support students, faculty, and staff across the master's degree programs at KPU. The proposed FoGS will focus its work on issues specifically pertaining to master's studies, and will leave general academic and discipline-specific questions to the disciplinary Faculty of a given program. Note that resources and funding needs of disciplinary Faculties for implementing future master's programs will be assessed and determined under the program development and change process per Policy AC10, *Development and Change of Senate-Approved Programs*.

## 7. Implementation timeline

Proposed effective date of the Faculty of Graduate Studies: September 1, 2024

Please see [Section 13](#) of this document for a detailed implementation and communication plan with an associated timeline, on the development and approval of the proposed FoGS.

## 8. Review of related Faculty structures at other Post-Secondary Institutions and elsewhere

In August 2023, the Policy and Academic Affairs team in the Office of the Provost conducted a sector scan of B.C. and Canadian post-secondary institutions for an analysis and summary of the following information:

- A. Administrative and/or governance structures of the Faculty of Graduate Studies
  - i. What powers/authorities do they have?
  - ii. What work are they responsible for?

### **Administrative and/or governance structure of the Faculty of Graduate Studies**

The majority of the post-secondary institutions examined in Appendix A (with the exception of the Polytechnics Canada members) have a Faculty or School of Graduate Studies that are led by a Dean and/or Vice Provost, with administrative staff collaborating with other academic Faculties/departments and service units to support the coordination, facilitation and administration of graduate studies-related processes, operations and tasks (e.g. recruitment, communication, academic support services). Many of these post-secondary institutions have a Senate committee or a Council that has the power and authority to approve or make recommendations on matters relating to graduate studies as stipulated in legislation, subject to Senate and/or Board's approval. The power, authority and responsibilities of the governance structure are stipulated mostly in general regulations, committee mandates and/or terms of reference. In some larger institutions, each Faculty has its own graduate studies unit and/or staff to provide administrative support for their graduate programs.

A total of nine post-secondary institutions in B.C. were examined in this sector scan. The list of institutions includes four research universities; three special purpose teaching universities (excluding KPU and Capilano University); Thompson Rivers University; and BCIT. Member institutions of the Polytechnics Canada, as well as select universities across Canada were also examined (see Appendix A).

#### *B.C. Institutions*

Of the four B.C. research universities examined (UBC, SFU, UVic, and UNBC), only UBC has a set of Bylaws for its Graduate Council, the institutional authority empowered to set rules and regulations and make recommendations, subject to Senate's approval, on a number of matters related to graduate studies.

UBC and SFU have governance bodies, UBC's Graduate Council and SFU's Senate Standing Committee, to provide advice and recommendation to Senate on a number of graduate studies matters. Each of the four B.C. research universities has an administrative unit led by a Dean and Vice Provost, Associate Deans and administration and support staff, who lead and support graduate students and faculty members on administrative functions and processes as outlined in their regulations or operational procedures.

In examining the three special purpose, teaching universities (UFV, ECAUD, and VIU), TRU and BCIT, we found that a Dean or Director oversees the administration of graduate studies, except in the case of BCIT, which does not appear to have a centralized unit overseeing master's degree program administration. At UFV and TRU, the Office of Research is responsible for administering graduate studies. In addition, out of the five institutions, only UFV has separate regulations made for its School of Graduate Studies, and only UFV has a Graduate Studies Committee that provides governance oversight on matters related to graduate studies and under the purview of Senate.

### *Polytechnics Canada*

In examining the 11 member institutions of Polytechnics Canada, none of them has an established School or Faculty of Graduate Studies, or currently offers master's degree programs. Of the 11 institutions examined, only six institutions offer graduate certificate programs, which are administratively supported by individual program areas or departments. Seneca College of Applied Arts and Technology is the only member of Polytechnics Canada that offers master's degree pathways to two master's programs at Niagara University; the college, however, does not have a centralized administrative unit that oversees the pathways program.

### *Select Universities in Canada*

We examined six universities across Canada and found that except Ontario Tech University, all have a Faculty or School of Graduate Studies whose Bylaws, guiding principles, or terms of reference stipulate its authority, power and responsibilities to Senate and/or Board. The Faculty or School of Graduate Studies at each university is led by a Dean and/or Vice Provost, whose administrative and support staff provide general supervision, facilitation, coordination, administration, advice and support to graduate students and faculty, especially on administrative tasks and processes outside of pertinent legislation and/or authority of Senate/Board. In the case of Brock University, each academic faculty has its own director and coordinator for their individual graduate programs.

## 9. Number of students expected to be enrolled in courses and programs taught with the proposed new Faculty (Five-year projection)

The proposed new FoGS will play a role in the development, support and administration of future master's program. However, there will be no programs within the proposed FoGS, as programs and students will belong to their disciplinary Faculty.

## 10. Number of faculty and staff in the proposed new Faculty (Five-year projection)

Once the FoGS is established, we anticipate having a Dean and an administrative support staff in place by year one, and increasing to two to three administrative support staff by year five.

There will be no faculty hired into the FoGS. Faculty who teach in a master's degree program belong to their academic Faculty.

Disciplinary Faculties will need funding and capacity to support future master's programs. Such program-related funding will be determined via the financial assessment process under the program development and change process per Policy AC10, *Development and Change of Senate-Approved Programs*.

## 11. Capital budget for the proposed new Faculty (Five-year projection)

The Faculty of Graduate Studies will not have a full, operational Dean's office in the short or medium term. It will have a Dean and only such staffing as is required to run the needed committees (likely a single additional employee). As programming is created proposals for such programming will include whatever administrative costing is needed to expand from this minimal one- or two-person team to a

larger entity, should that be needed in future. We provide costing estimates for a potential office below but these changes are not functionally necessary in the short term.

In preparation for a physical office space for the FoGS in year five of implementation, the following outlines the details to a capital budget proposal for the FoGS, in the scenario where a classroom will be converted to an office space for four employees (one private office for the Dean, working space for three administrative support staff, along with a small meeting room):

\$30,000	Architectural Walls – 50 ft. @ \$600/Lineal ft. (includes walls & doors as proposed layout)
\$2,000	Electrical – might need track light relocation
\$2,000	Mechanical – 2 sprinklers addition, HVAC balancing
\$2,000	Data – New data ports & outlet for the copier required
\$36,000	Subtotal <u>as of 2021</u>
\$3,600	Contingency (10%)
\$4,320	Taxes (12%)
\$43,920	Total estimate <u>as of 2021</u>
\$8,784	Additional contingency (20%) to pro-rate to 2023
\$31,500	Furniture – 6 workstations + 6 task chairs + 6 guest chairs
\$3,780	Taxes (12%)
<b>\$87,984</b>	<b>Total Estimate</b> (current 2023 estimate – this will need to be prorated to 2028)

## 12. Sustainability of the proposed new Faculty based on projected tuition, revenues (Five-year projection)

The five-year sustainability projection based on expected tuition and revenues is not applicable. As mentioned above, the proposed FoGS will not hire faculty or house future master’s programs; and it will focus its work on issues pertaining specifically to academic standards for master’s studies and approvals as outlined in the proposal.

However, note that the Full Program Proposal and relevant processes (see [Procedure AC10](#)) require detailed financial and feasibility assessments to ensure the sustainability of Senate-approved program offerings, including offerings at the graduate level. Working with Financial Services and Office of Planning and Accountability, disciplinary Faculties (proponents of future master’s programs) must demonstrate in Full Program Proposals that future master’s programs will be operationally viable and sustainable.

### 13. Implementation and communication plan

The following outlines a consultation, implementation and communication plan for the proposal of the proposed FoGS:

Office of the Provost’s research on best practices, drafting of the preliminary proposal on FoGS	August 2023 – September 2023
AVP Academic’s communication to KPU governance on the preliminary proposal plan and timeline	September 2023
Preliminary proposal consultation	September 2023 – early October 2023
Preliminary proposal submission to Provost	Late September 2023
Preliminary proposal submission to Senate Standing Committee on Academic Planning and Priorities (SSCAPP)	October 13, 2023
SSCAPP’s review and recommendation on the preliminary proposal	October 27, 2023
Preliminary proposal submission to Senate	November 9, 2023
<b>Preliminary proposal to Senate for consideration</b>	<b>November 20, 2023</b>
Establishment of a Task Force for the full written proposal ( <i>if Senate approves the preliminary proposal</i> )	Late November 2023
Task Force reviews draft full written proposal	January 15, 2024
Drafting of a full written proposal and consultation with key interested parties	January 15 – March 8, 2024
Task Force’s endorsement on the full written proposal	March 11, 2024
<b>Full written proposal to Senate for recommendation to the Board for approval</b>	<b>April 22, 2024</b>
Full written proposal submission to Board Governance Committee	April 26, 2024
Board Governance Committee’s review and recommendation to the Board on the full written proposal	May 8, 2024
Full written proposal submission to the Board of Governors	May 10, 2024
<b>Full written proposal to the Board of Governors for approval</b>	<b>May 22, 2024</b>

### 14. Recommendations, feedback and responses on the consultation process

#### Recommendations from the Task Force

The Task Force intends to make the following recommendations to Senate based on its deliberations and the feedback received from consultation:

1. That the FoGS will identify focal themes of research and teaching to encourage developing interdisciplinary programs in an effort to reduce disciplinary siloing.
2. That a future review on student experiences be conducted to identify key components of successful graduate school experiences, including but not limited to:
  - a. Physical infrastructure and support services inside and outside of the disciplinary Faculties, e.g. support offered by the Learning Centres
  - b. Issues in Graduate Supervision/Guidance
  - c. On-campus work for master's students
3. That disciplinary Faculties consider reviewing by-laws to consider faculty and student representation of graduate degree studies at their Faculty Councils.
4. That a future review be conducted by University Secretary on graduate student representation at other universities' leadership bodies.
5. That an operationalization and communication plan be developed by the FoGS outlining the rationale and expectations regarding the concluding Dialogue.

#### **Feedback and responses from the consultation process**

See Appendix B for all feedback received thus far on the full written proposal.

## Appendix A: Policy Scan on FoGS Governance & Administrative Structure in Other Post-Secondary Institutions

Institution	Faculty/School	Power	Responsibility	Resource/references
University of British Columbia	<a href="#">Graduate and Postdoctoral Studies Graduate School</a>	<ul style="list-style-type: none"> <li>• “The legislative and administrative authority of the Faculty regarding graduate programs of study is vested in the Graduate Council. In all matters concerning admission, scholarships, programs and examinations, the Dean &amp; Vice-Provost and Associate Deans act, with the Registrar, as administrative officers for the Graduate Council.”</li> <li>• The Dean is the Chair of the Graduate Council, which is appointed by and responsible to the Faculty of Graduate and Postdoctoral Studies.</li> <li>• Subject to Senate approval, the Graduate Council has the power to:               <ul style="list-style-type: none"> <li>○ Make rules and regulations for the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Graduate School is led by a Dean and Vice-Provost, an Assistant Vice Provost on Strategic Academic Initiatives, 2 Senior Associate Deans (Students, Policy and Programs), an Associate Dean for Postdoctoral Fellows.</li> <li>• Graduate Programs reside in Academic Faculties.</li> <li>• The Graduate School administers the following: Awards, reconciliation of accounts, reporting and statistics, exam coordination, graduate pathways to success, funding, post-doctoral affairs, academic support, industry liaison, curriculum coordination.</li> <li>• The School participates in all external reviews of graduate programs.</li> </ul>	<a href="#">Graduate Council By-laws</a> (including membership, powers and duties, operational procedures)

Institution	Faculty/School	Power	Responsibility	Resource/references
		<p>government, director and management of the Faculty and its affairs and business</p> <ul style="list-style-type: none"> <li>○ Determine the courses of instruction and programs, and review proposals for changes in such courses and programs</li> <li>○ Advise the Dean on scholarships and financial support for graduate students</li> <li>○ Advise the Dean on strategic priorities</li> <li>○ Deal with all matters assigned to the Graduate Council by the Faculty and the Dean</li> <li>○ Approve terms of reference of each standing committee</li> <li>● The Graduate Council has 3 standing committees (Policy, Curriculum, Scholarships) that act in an advisory role to the Dean and to</li> </ul>		



Institution	Faculty/School	Power	Responsibility	Resource/references
		<p>report/make recommendations to the Dean and/or to the Council as appropriate.</p>		
<p>Simon Fraser University</p>	<p><a href="#">Graduate and Postdoctoral Studies</a></p>	<ul style="list-style-type: none"> <li>The Senate Graduate Studies Committee (SGSC) is responsible in reviewing and making recommendations to Senate on all curriculum matters for graduate programs, the Graduate General Regulations, policy matters relating to course registration, course/program withdrawal, and the administration of graduate records.</li> </ul>	<ul style="list-style-type: none"> <li>The <a href="#">administration of Graduate Studies</a> is stipulated in the Graduate General Regulations. <ul style="list-style-type: none"> <li>Dean and Vice Provost: general supervision of graduate work and chairs the SGSC</li> <li>Associate Director, Graduate Admissions, Records and Registration: enrolment of students, assessment of fees, maintenance of records and other administrative duties</li> <li>Supervision of graduate students: the supervisory committee, graduate program committee, the faculty graduate studies committee and the senate graduate studies committee</li> </ul> </li> <li>Led by the Vice-Provost and Dean, the office provides support to graduate</li> </ul>	<p><a href="#">Senate Graduate Studies Committee</a></p> <p><a href="#">Graduate General Regulations (fall 2023)</a></p>

Institution	Faculty/School	Power	Responsibility	Resource/references
			students on administrative tasks/processes.	
University of Northern BC	<a href="#">Office of Graduate Administration</a>	<ul style="list-style-type: none"> <li>No standalone Senate Standing Committee on Graduate Studies. Each existing Senate Standing Committee is responsible for reviewing and making recommendations to Senate on matters pertaining to graduate programs.</li> </ul>	<ul style="list-style-type: none"> <li>The Office, led by the Vice-Provost of Graduate and Post-Doctoral Studies (and reporting to the Provost) is responsible for supporting graduate students through administrative tasks related to their life-cycle, including but not limited to admissions, withdrawals, leaves, time extensions, receiving documentation for thesis/dissertation and scheduling of defence.</li> <li>The Vice-Provost is responsible for providing strategic oversight for academic preparation, professional development, mentorship, program quality assurance, development and implementation of policies.</li> <li>The Vice Provost will collaborate with the Office of Research and Innovation on research and funding opportunities and associated supports and resolution of issues.</li> </ul>	

Institution	Faculty/School	Power	Responsibility	Resource/references
			<ul style="list-style-type: none"> <li>• The Vice Provost supports Faculty Deans in the development and coordination of opportunities across all graduate students</li> <li>• Matters such as registration, payments, tuition, academic concerns, housing and applying to graduate are overseen by other units across the institution (e.g. the Office of the Registrar oversees registration and payment.)</li> <li>• Each Faculty is responsible for the oversight of their graduate program(s).</li> </ul>	
University of Victoria	<a href="#">Faculty of Graduate Studies (FGS)</a>	<ul style="list-style-type: none"> <li>• Appointment to membership in the Faculty is made by the Dean or designate of FGS.</li> <li>• Only the Dean of FGS may withdraw a student for failure to meet academic standards.</li> <li>• The Office of Research Services accepts referrals concerning conflicts of interest between students and supervisors involving intellectual</li> </ul>	<ul style="list-style-type: none"> <li>• Working with Faculties and departments to ensure high quality standards in the programs.</li> <li>• Provide a wide range of support for graduate students.</li> <li>• Lead in the development of policies and procedures.</li> <li>• The Dean and the Associate Deans advise students on academic concerns and provide consultation, and members of the academic unit on</li> </ul>	<a href="#">Membership in FGS</a>

Institution	Faculty/School	Power	Responsibility	Resource/references
		<p>property or joint business ventures.</p> <ul style="list-style-type: none"> <li>The Graduate Advisor, a Regular Member of FGS appointed or elected by the academic unit, jointly directs the unit's graduate program with the unit's Head and (chairs) Graduate Studies Committee, serving as the unit's/programs' representative on FGS Council, and liaison between the unit and FGS.</li> </ul>	<p>non-compliance by a student.</p> <ul style="list-style-type: none"> <li>The Dean of FGS handles allegations of non-compliance by Faculty.</li> </ul>	
<p>University of Fraser Valley</p>	<p><a href="#">School of Graduate Studies</a></p>	<p><a href="#">Graduate Studies Committee - Terms of Reference</a></p> <ul style="list-style-type: none"> <li>Advises Senate on all matters relating to graduate programs within Senate's jurisdiction, including but not limited to: new or revised programs, policies, procedures, the criteria, residency, admission requirements, evaluation, withdrawal, awarding of degree, and</li> </ul>	<ul style="list-style-type: none"> <li>The AVP Research and Graduate Studies is responsible for <ul style="list-style-type: none"> <li>the general administration of graduate studies, as well as for all decisions on graduate admissions as recommended by the Graduate Program Committee.</li> <li>reviewing the recommendation from the Graduate Program Committee on the awarding of degrees to the Registrar for presentation to Senate</li> </ul> </li> </ul>	<p><a href="#">School of Graduate Studies General Regulations</a></p>

Institution	Faculty/School	Power	Responsibility	Resource/references
		admission appeals.	<ul style="list-style-type: none"> <li>○ final grade appeals for graduate level courses and appeals on decisions from the Graduate Program Committee.</li> <li>○ Approves the recommendation from the Graduate Program Committee on the date, place and time of oral exam and the exam of Master's Thesis.</li> <li>● The Manager is responsible for ensuring the admission of students, fee assessment, maintenance of records and other administrative matters relating to graduate students adhere to established policies/procedures.</li> <li>● A Graduate Program Committee in the department/school oversees the recommendation of admission, withdrawal, evaluation, registration, reviewing and recommending the award of degree to the AVP REGS, arranging of</li> </ul>	

Institution	Faculty/School	Power	Responsibility	Resource/references
			supervision and examination of graduate students, the responsibilities and structure of Supervision, and the appointment of a supervisory committee.	
Thompson Rivers University	<a href="#">Graduate Studies</a>	There are two Senate-approved policies that stipulate the types of credentials and the assessment criteria of new graduate programs.	<ul style="list-style-type: none"> <li>The Office of the Vice-President Research is responsible for the general administration of graduate studies, including but not limited to: facilitate thesis proposal approval form and leave approval, thesis defence procedures.</li> <li>Each Faculty provides administrative oversight on their own graduate program(s).</li> </ul>	
Emily Carr University of Art + Design	<a href="#">Jake Kerr Faculty of Graduate Studies</a>	Email sent to ECUAD – awaiting response.	Administration overseen by the Dean, Faculty of Graduate Studies, supported by Associate Deans, a manager, program coordinator, graduate recruitment coordinator, and administrative assistant.  Email sent to ECUAD – awaiting response.	
Vancouver Island University	<a href="#">Office of Graduate Studies</a>	Email sent to VIU – awaiting response.	The Director, Graduate Studies and Student Research reports to the AVP Scholarship, Research and Creative Activity and serves as	<a href="#">Graduate Studies Policies</a>  <a href="#">VIU Graduate Student - Supervisor</a>

Institution	Faculty/School	Power	Responsibility	Resource/references
			<p>the administrator for the Office. The Director manages the graduate student life-cycle, from recruitment to graduation, and is responsible for strategic enrolment management, graduate program development, policy development and compliance, and leadership support in University committees.</p> <p>Leaves are approved by the Dean of the program. The Dean of the program is responsible for time extension.</p> <p>The Graduate Studies Advisory Committee is responsible for receiving annual reports on strategic enrolment in graduate programs, graduate student activities and engagement in research, provide advice to the University on graduate studies policies and procedures.</p>	<a href="#">Guidelines and Agreement</a>
British Columbia Institute of Technology	N/A	N/A	There are four Master’s degree programs at BCIT. Each program is administered by its Faculty under a Graduate Program Director or a Program Head, along with faculty and support staff.	
Humber College Institute of	N/A	N/A	<ul style="list-style-type: none"> <li>Humber currently offers graduate certificates only.</li> </ul>	

Institution	Faculty/School	Power	Responsibility	Resource/references
Technology and Advanced Learning			Faculties/department provide administrative oversight on programs.	
Red River College Polytechnic	N/A	N/A	<ul style="list-style-type: none"> <li>Red River does not currently offer degree programs at the Master's level.</li> </ul>	
Algonquin College	N/A	N/A	<ul style="list-style-type: none"> <li>Algonquin currently offers graduate certificates only. Department provide administrative oversight on programs.</li> </ul>	
Conestoga College Institute of Technology and Advanced Learning	N/A	N/A	<ul style="list-style-type: none"> <li>Conestoga currently offers graduate certificates only. Department provide administrative oversight on programs.</li> </ul>	
Fanshawe College of Applied Arts and Technology	N/A	N/A	<ul style="list-style-type: none"> <li>Conestoga currently offers graduate certificates only. Department provide administrative oversight on programs.</li> </ul>	
George Brown College of Applied Arts and Technology	N/A	N/A	<ul style="list-style-type: none"> <li>George Brown currently offers graduate certificates only. Department provide administrative oversight on programs.</li> </ul>	
Northern Alberta Institute of Technology	N/A	N/A	<ul style="list-style-type: none"> <li>NAIT currently does not offer any programs at the graduate level.</li> </ul>	



<b>Institution</b>	<b>Faculty/School</b>	<b>Power</b>	<b>Responsibility</b>	<b>Resource/references</b>
Southern Alberta Institute of Technology	N/A	N/A	<ul style="list-style-type: none"> <li>• SAIT currently does not offer any programs at the graduate level.</li> </ul>	
Saskatchewan Polytechnic	N/A	N/A	<ul style="list-style-type: none"> <li>• SaskPolytech currently does not offer any programs at the graduate level.</li> </ul>	
Seneca College of Applied Arts and Technology	N/A	N/A	<ul style="list-style-type: none"> <li>• Seneca currently offers graduate certificates and Master's Degree Pathways to two Master's programs at Niagara University.</li> </ul>	
Sheridan College Institute of Technology and Advanced Learning	N/A	N/A	<ul style="list-style-type: none"> <li>• Sheridan currently does not offer any programs at the graduate level.</li> </ul>	

## Appendix B: Feedback Received since Full Written Proposal Task Force Formation

Feedback	Responses from the Task Force
<p><b>Full Written Proposal Task Force</b> on Dec. 15, 2023</p> <p>The following are action items/feedback from the Task Force’s first meeting:</p> <ol style="list-style-type: none"> <li>1. Governance processes and structures should be considered as part of the Indigenization efforts in creating the FoGS, as well as the inclusion of values surrounding what it means to be a Seyem.</li> <li>2. Resources and capacity at disciplinary Faculties are limited, how could we ensure that disciplinary Faculties have sufficient, for instance, classrooms and staff to support master’s students?</li> <li>3. To break down disciplinary silos, consider organizing existing teaching and research foci at disciplinary Faculties into themes, such as sustainability, to enhance collaboration in master’s programming at KPU.</li> <li>4. The FoGS Dean’s external facing role in raising KPU’s profile and collaborating with other PSIs should be emphasized.</li> <li>5. The FoGS will play a crucial role in shaping graduate students’ experiences, which involves many aspects from getting the support they need to interactions with the physical environment and administrative processes. How can we ensure this experience is positive and distraction-free?</li> </ol>	<ol style="list-style-type: none"> <li>1. The Indigenous Advisory Committee did not recommend that we proceed with this suggestion as this time.</li> <li>2. Regarding resources and capacities, Policy and Procedure AC10 <i>Development and Change of Senate-Approved Programs</i> has specific requirements to ensure that disciplinary Faculties proposing future master’s programs could operationally support the offering and that the proposed programs are feasible and sustainable. A clarification elaborating this point has been added to section 12 of the full written proposal. In short, KPU funds Faculties to offer their programming primarily through the proposals to create that programming.</li> <li>3. The FoGS should encourage deeply interdisciplinary master’s programs at KPU to break down disciplinary silos. The Task Force shall ensure that the suggestion is conveyed to Senate, where a discussion with key stakeholders and representatives on the idea could take place.</li> <li>4. The Dean’s external, leadership role is now highlighted in section 5 of the full written proposal.</li> <li>5. It is crucial that future master’s students at KPU will have a positive student experience. The Task Force shall recommend to Senate a review to identify key components of the University experience.</li> </ol>

Feedback	Responses from the Task Force
<p>6. Issues in graduate supervision/guidance like conflict of interests must be addressed.</p> <p>7. The envisioned FoGS Faculty Council will have many administrative responsibilities and powers, e.g. approval of leave, approval of supervisor/guide appointment, etc., we should consider changing its name.</p> <p>8. We should avoid ambiguity in the language of the proposal and policy documents that the FoGS will not include graduate diploma and certificate programs at creation.</p>	<p>6. Issues like supervision/guidance are crucial to graduate students' experiences. Such issues pertaining graduate-specific academic standards shall be addressed in general regulations of the FoGS. The Full Written Proposal does envision the Dean to have oversight power in assignment and reassignment of graduate supervisors/guides, based on recommendations of the Graduate Studies Council.</p> <p>7. Based on the suggestion, "Graduate Studies Council" will be used at the FoGS in place of "Faculty Council."</p> <p>8. As graduate programs at the diploma level and below will not be a part of the FoGS in the immediate future (see section 5), where appropriate, more specific terms/phrases like "master's studies" (used by, for instance, University of Alberta) and "master's programming" are used in place of the term "graduate studies." This terminology practice will be adopted by draft Policy AC5.</p>
<p><b>Department of Language and Cultures, submitted by Departmental Rep. Ana Robles on Dec. 15, 2023</b></p> <p>This is a great initiative, especially for the reputational rationale for KPU especially since none of the other polytechnic universities in Canada offer graduate programs.</p> <p>1. The first concerning point is that the timeline is a little ambitious since the proposed effective date is Sep 1 2024.</p> <p>2. The second concerning point is that FoGS faculty council will be populated by other programs until it has enough members. This</p>	<p>Thanks for the encouraging feedback.</p> <p>1. This would be an overly ambitious timeline if we were setting up a fully administrative Faculty (like Arts). This Faculty will be much more modest in its scope. We envision only one or two employees (with only a part time Dean, at first). We need the formal structure in place, though, in order to propose master's programming, so we do want to get that small structure in place.</p> <p>2. Good point. We will need to seek temporary faculty representation at Senate in fall 2024</p>

Feedback	Responses from the Task Force
<p>is concerning since it's difficult to fill spots in the current councils and committees and will people be willing to join?</p>	<p>from disciplinary Faculties that may develop master's degree proposals. The Registrar is looking into KPU election rules and regulations to determine the proper way to do so. The Dean of FoGS will not have representation at Senate until we have FoGS faculty representation at Senate. Second, until the programming exists we don't need to create any subcommittees beyond the one group. A small number of members (the size of a hiring committee for a Dean, for example) could do the needed work.</p>
<p><b>Criminology Department, submitted by Departmental Rep. Mark Vardy on Dec. 15, 2023</b></p> <ol style="list-style-type: none"> <li data-bbox="203 804 782 1157">1. [Regarding the point in the last paragraph of Section 5 that existing disciplinary Faculties will be responsible for proposing and offering graduate programs at the master's degree level,] This sounds like a lot of work for existing Faculties. What supports will be provided to Faculties who want to develop these programs? Or will these supports largely be administrative and in support of the operations of the FoGS?</li> <li data-bbox="203 1192 782 1367">2. [On offering credential upgrade opportunities to KPU students,] Who would be given preference here, current students or students who have completed their Bachelor degrees elsewhere?</li> <li data-bbox="203 1497 782 1776">3. We also have no Ombud at KPU if students are having supervisory issues. Who would they go to for support if that relationship disintegrates? Perhaps this is solved by decolonizing the approach to supervision but some mechanism is needed to ensure that graduate students are protected in their programs.</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="812 804 1425 1104">1. The Provost's Office has, over the last year or so, launched program development support available to all faculty developing programming at any level (contact <a href="mailto:OProCurriculum@kpu.ca">OProCurriculum@kpu.ca</a>). The FoGS will, in terms of program development, focus on setting standards for graduate programming and will not interfere with normal Faculty operations.</li> <li data-bbox="812 1192 1425 1430">2. Faculty members proposing the program would answer this question. In policy terms, the Full Program Proposal (see AC10) will establish admission standards, which should make clear any admission preferences. The Full Program Proposal must be approved by Senate and Board.</li> <li data-bbox="812 1497 1425 1892">3. Graduate Supervision/Guidance shall be an important area to be addressed, along with other issues pertaining graduate-specific academic standards, once the FoGS is founded and has the power to establish general regulations. The Full Written Proposal does envision the Dean to have oversight power, as the Dean could approve or disapprove assignment and reassignment of graduate supervisors/guides, based on recommendations of the Graduate Studies</li> </ol>

Feedback	Responses from the Task Force
<p>4. What about funding for these students? External funding for graduate students can be scarce. Will scholarships or bursaries be set up for students? Or will these programs be higher tuition, “boutique” type degrees where students are expected to have saved enough money to support them during the program?</p> <p>5. They likely cannot generate income by TAing due to collective agreement conflicts. And this is one of the ways that many graduate students learn teaching skills. Though not all students will become instructors, they likely will be in teaching roles in their positions if they ever supervise others in their workplaces, do community presentations, etc.</p> <p>6. If students can work at the university in some capacity to support themselves, will they have their own union?</p> <p>7. And what about space? Do most Faculties have space for graduate students/labs? What about equipment/computers and software? There is a budget provided for a FoGS office but not for the costs for students, expansion of departments, capital expenditures, etc.</p> <p>8. [On FoGS leadership and support for students,] This seems too vague. Leadership on what? Support for what?</p>	<p>Council. We plan on recommending a master’s student experience review and will add this point to that list.</p> <p>4. Like admission standards, funding for programs will be program specific and addressed in the Full Program Proposal and the associated financial assessment process. The Office of Research Services and the Student Awards and Financial Assistance team are expected to assist master’s students with access and information relating to awards, scholarship and funding. In terms of future master’s programs, the initial focus is on applied, course-based master’s programs.</p> <p>5. We appreciate the thoughtful consideration, although this issue will be more properly addressed by the FoGS Dean and Graduate Studies Council, and is out of the scope of the Full Written Proposal, which aims to establish the governance structure of the FoGS.</p> <p>6. This is a good question for us to add to our recommendations for a future review on student experience.</p> <p>7. Regarding resources and capacities, Policy and Procedure AC10 <i>Development and Change of Senate-Approved Programs</i> has specific requirements to ensure that disciplinary Faculties proposing future master’s programs could operationally support the offering and that the proposed programs are feasible and sustainable. A clarification elaborating this point has been added to section 12 of the full written proposal.</p> <p>8. The FoGS will focus its work on issues pertaining to graduate-specific standards and approvals. This will include establishing general regulations and bylaws to ensure quality education, as well as proper governance procedures. Besides general areas of expected</p>

Feedback	Responses from the Task Force
<p>9. [On the proposal not having a five year projection,] this is very worrisome. How is this being forwarded with neither a 5-year plan nor Ministerial consent? Are there plans to do a 5-year plan after Ministerial assent is given? What happens if the 5-year plan indicates this is a bad idea? Would the project be scrapped? Surely this could be estimated.</p> <p>10. Where are the recommendations, feedback and responses on the consultation process?</p> <p>11. General Feedback:  There is a lot of missing information in this proposal. Obviously, there are a lot of instructors who would be thrilled to have graduate programs in their department. But there are a lot of unknowns about the feasibility of this project.</p> <p>For example, what is the market research indicating that graduate studies are needed in the region south of the Fraser? And for what disciplines? A prediction of the size of the single proposed Masters degree in the document is only 50 people at five years, in addition to the graduate degrees that we offer. How many programs are anticipated and what is KPU's capacity for these programs? Are the graduate degrees desired thesis-based or project-based? Do the KPU Faculties that have graduate degrees already see a need for a FoGS to assist with their implementation?</p>	<p>work, we have outlined a list of specific responsibilities for the Dean and Graduate Studies Council in section 5. The Dean is also expected to be the internal and external leader of KPU graduate studies at the master's level.</p> <p>9. See reply to question #7.</p> <p>10. The consultation feedback thus far can be found in the agenda package of the November 20 Senate meeting on pages 342-3 (link: <a href="#">2023 11 20 Senate Agenda Package.pdf (kpu.ca)</a>).</p> <p>11. We appreciate both the excitement and concerns for the feasibility and sustainability of future KPU graduate studies at the master's level. Graduate studies at KPU matter to the entire University community at many levels and in different aspects. And that in part explains the multiple governance processes and oversight mechanisms in place to ensure the standards, feasibility and sustainability of master's studies, as well as the transparency and accountability of the development process and the participation of the University community.</p> <p><b>The proposal to establish the FoGS forms part of the broader effort by creating Faculty-level structure and instruments to ensure governance oversight, systematic policy infrastructure and administrative and leadership support, with the aim of establishing and maintaining graduate-specific academic standards.</b></p> <p><b>Policy and Procedure AC 10 Development and Change of Senate-Approved Programs is</b></p>

Feedback	Responses from the Task Force
<p>What is mostly concerning is that there is no information about how this will affect the duties of instructors in their departments. Will they receive course releases from undergraduate teaching? How much supervision would equal one course release? Or will we have instructors who teach only graduate courses? Or would it be compensation beyond their teaching load? What would that be? Would our departmental funding and budgets change to accommodate more students, activities, etc.? Would our number of base sections increase? Can the administrative staff for our own faculties handle the increase in students, which are stretched thin already?</p> <p>Financial compensation: There are no clear indications about how faculty would be compensated for supervising grad students.</p> <p>Titles: would “Instructors” be supervising “Graduate students”? What is the worth of an MA if it is supervised only by “Instructors”?</p>	<p>another important piece, which mandates <b>Senate and Board approval</b> of Full Program Proposals and addresses <b>program- and department-specific questions</b>.</p> <p>These questions include market research, which is conducted program-by-program for new degrees and anchored to the specific instructional and occupational categories of the discipline in question. These datapoints will be included in the Full Program Proposal and reviewed and considered by Senate and Board. They also include questions on departmental funding, the specific issues in this regard form an integral part of the Full Program Proposal, including section needs, administrative costs and other considerations.</p> <p>Faculty working conditions, however, fall under the purview of the KFA-KPU collective agreement and are not restructured by this proposal or Senate’s jurisdiction.</p> <p>The Office of the Provost and Vice President, Academic are working with faculty members on other ideas for master’s programs, but none are currently in the feasibility assessment phase – we are focusing on making a very strong argument for the first master’s program. We anticipate KPU will focus on course/project-based master’s programs; that, however, does not mean that the University will not develop thesis-based master’s programs. The input of faculty, as proponents of master’s programs, is crucial in how a future master’s program will be structured.</p>
<p><b>Sociology Department, submitted by Departmental Rep. Fabricio Telo on Dec. 15, 2023</b></p> <ol style="list-style-type: none"> <li>1. KPU has a few departments and programs with solid research and scholarly initiatives, which will be crucial to base the creation of graduate programs. However, most departments and programs are not in that stage yet. Perhaps more investment should be made to strengthen our undergraduate</li> </ol>	<ol style="list-style-type: none"> <li>1. Master’s degree programs undergo an extensive development and oversight process involving provincial regulators and university governance bodies and so KPU’s approach will be to slowly build programs in Departments ready to do so. We are especially interested in</li> </ol>

Feedback	Responses from the Task Force
<p>programs before investing in graduate programs. For example, more Honours degrees could be created, and more funding could be directed to research so faculty can dedicate more time to applying for external funds, doing research, and mentoring students.</p> <p>2. Under point 5, the referred "impact on existing faculties and departments" should be further detailed. While the proposed FoGS will be collaborative and have regulations, policies, etc., there will be impacts not discussed in the proposal, particularly the increase in teaching and service workload.</p> <p>3. How would students be appointed to serve as representatives in the Faculty Council?</p> <p>4. Why not call it FGS instead of FoGS?</p>	<p>interdisciplinary programming, which will also help alleviate this issue.</p> <p>2. Faculty working conditions fall under the purview of the KFA-KPU collective agreement and are not restructured by the FoGS proposal or Senate.</p> <p>3. The Task Force has recommended a future review by University Secretary on student representation at other universities' leadership bodies. The Task Force expects the selection of graduate student representatives to mirror current practices.</p> <p>4. For convenience reasons the full written proposal uses the abbreviation of FoGS.</p>
<p><b>Full Written Proposal Task Force</b> on Jan. 15, 2023</p> <p>The following are action items/feedback from the Task Force's second meeting:</p> <p>1. We should add language to say that future doctoral studies are within the purview of the FoGS.</p> <p>2. The recommendation of a future review on student experiences should explicitly state that support services inside and outside disciplinary Faculties will be reviewed, including the Learning Centres; the possibility of a Graduate Student Association should also be reviewed.</p> <p>3. Revise the wording of the recommendation to state explicitly that the Task Force recommends organizing focal themes of</p>	<p>1. We have added language to this effect at the end of section 5.</p> <p>2. Revisions implemented in section 14. The possibility of a Graduate Student Association will be up to the decision of our students at KPU.</p> <p>3. Revision implemented in section 14.</p>



Feedback	Responses from the Task Force
<p>research and teaching to encourage interdisciplinary program development.</p> <p>4. The Task Force should recommend that disciplinary Faculties to revise their by-laws for future graduate student representatives at their Faculty Councils.</p> <p>5. Replacing traditional thesis defenses with concluding Dialogues is an important initiative. The Task Force should ensure that the philosophy and practices behind this shift are properly communicated and implemented.</p>	<p>4. Recommendation added to section 14.</p> <p>5. A draft document will be developed to elaborate on the idea of concluding Dialogues and be reviewed by the Task Force at its third meeting on March 11. The Task Force will recommend to Senate that an operationalization and communication plan be developed by the FoGS outlining the rationale and expectations regarding the concluding Dialogue.</p>
<p><b>Drop-In Consultation</b> on Jan.24, 2024</p> <p><b>Carroll Boydell, Criminology Instructor</b></p> <p>1. How will the FoGS will be funded? Will there be funding support in the form of TAsip for graduate students?</p> <p>2. How will instructor positions be funded?</p> <p>3. What is the University’s vision for future master’s programs? What other degrees that could be offered.</p>	<p>1. Most of the funding for FoGS comes from costing in proposed master’s degree programs. However, this will not be looked into until the Senate and the Board approves the establishment of the FoGS.</p> <p>2. Faculty are not being hired into the proposed Faculty of Graduate Studies. Faculty members are still being hired into the disciplinary Faculty. Program-related funding will be determined via the financial assessment process under the program development and change process per Policy AC10, Development and Change of Senate-Approved programs.</p> <p>3. The University’s vision for future master’s programs is outlined in our current proposed Policy AC5 Graduate Degree Studies. The policy provides a guiding vision of master’s programs that are polytechnic, applied and interdisciplinary, while envisioning our programs to be grounded in Indigenous</p>

Feedback	Responses from the Task Force
<p>4. Micro-credentials could be used to teach graduate-specific instructional skills.</p> <p><b>Kristie Dukewich, Psychology Instructor</b></p> <p>5. During bargaining instructors were told by the administration that there will not be base funding for research. Can this be clarified as research is a vital in graduate degrees?</p> <p>6. Support developing post-baccalaureate programs, as master’s programs are saturated. Our constituents need just-in-time certificates and diplomas.</p> <p>7. Suggest using the phrase “faculty member representatives” for FoGS GSC in draft full written proposal.</p> <p>8. There is an ongoing presidential search process right now, is it a good idea to launch graduate studies before the new President arrives?</p>	<p>teachings and reflect commitments to decolonization, equity, inclusion and diversity.</p> <p>4. Thank you for the suggestion. We have noted this for the future Dean of FoGS for consideration.</p> <p>5. The Task Force is unable to speak to this comment as it pertains to collective bargaining.</p> <p>6. We need both master’s programs as well as post-baccalaureate certificates and diplomas. The establishment of a FoGS does not mean we cannot provide post-baccalaureate programs. Specifically, there is growth in the need for master’s degrees in our region and labour market due in part to demographic shifts and recent changes to international student policies at the federal level.</p> <p>7. We have made the necessary revision in the full written proposal.</p> <p>8. Graduate degree studies are part of KPU’s current mandate under the University Act. In addition, the presidential transition will not be complete for almost two years from the time of writing, with further time needed for any new strategic plans. KPU is currently working on developing its first master’s degree in operations, supply chain and logistics management. We have been consulting with the Ministry on our proposal, and have received support from local Chambers of Commerce, organizations and businesses on the development of this proposal as well.</p>
<p><b>Drop-In Consultation</b> on Jan.25, 2024</p>	

Feedback	Responses from the Task Force
<p><b>Nicole Pool, Associate Registrar, Domestic Recruitment</b></p> <p>1. What is the potential impact on recruitment.</p>	<p>Thank you for the comments. We do not anticipate any impact on recruitment initiatives and workflow. Academic programs continue to reside within their respective disciplinary Faculties. The proposed FoGS would allow for a proper governance structure and the oversight of only a small number of administrative functions specific to master’s studies that KPU’s existing Faculties do not currently support, such as organization of future thesis work or assignment of academic supervisors/guides to students.</p>
<p><b>Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility, and Inclusion/Sociology</b> on Jan. 29, 2024</p> <p>1. Can the FoGS consider the following support and resources:</p> <ul style="list-style-type: none"> <li>a. Ensure support to help students transition from undergraduate to graduate studies.</li> <li>b. Ensure barrier-free access to graduate student funding for students with disabilities, particularly on preventing barriers from full-time and part-time status.</li> <li>c. Accommodation: ensure essential requirements of master’s programs allow accommodation for students.</li> </ul> <p>2. There should be learning specialists focusing on supporting graduate students with disabilities.</p> <p>3. Supervisors should support the needs of students with disabilities.</p> <p>4. Suggest that an individual with an understanding of inclusive pedagogy should sit at the Graduate Studies Council.</p>	<p>Thank you for your suggestions. We have noted your suggestions so that the future Dean of FoGS may work to develop resource materials for faculty and students, ensure that resources needed are identified in the program development and curriculum design processes per AC10, and ensure that the appropriate areas (e.g. SAFA) are consulted to ensure that the information provided to students, such as graduate student funding for students with disabilities, are easily accessible and clear.</p>
<p><b>Drop-In Consultation</b> on February 7, 2024</p> <p><b>Lucas Ozols-Mongeau, Manager, Planning &amp; Sustainability</b></p> <p>The future Dean of Faculty of Graduate Studies should consider the physical space needs and the desired campus location of the Faculty of Graduate Studies.</p>	<p>Thank you for your feedback. We have noted your suggestions for the future Dean of FoGS for consideration.</p>

Feedback	Responses from the Task Force
<p><b>Melville School of Business Faculty Council on February 12, 2024</b></p> <p>It would be helpful to clarify the timing of the Senate representation – once Senate and Board approve the FoGS, when will there be Dean and faculty representation on Senate from FoGS? Will the Dean be the only representation on Senate until a Faculty offers a master’s program?</p>	<p>Thank you for this comment. The plan is to seek temporary representation in fall 2024, provided that Senate and the Board approves the proposal to establish FoGS in spring 2024. The idea is that we will have both the Dean and faculty representation on Senate at the same time. The Registrar is looking into KPU election rules and regulations to determine the proper way to do so. The Dean of FoGS will not have representation at Senate until we have FoGS faculty representation at Senate.</p>

## Appendix C: Faculty of Graduate Studies Full Written Proposal Task Force Composition

<b>Chair:</b>	Dr. David Burns	Associate Vice President Academic
<b>Support:</b>	Tristan Li	Policy & Academic Affairs Specialist
<b>Members:</b>	Josephine Chan	Special Assistant to the Provost on Policy & Academic Affairs (Project Lead)
	Dr. Brett Favaro	Dean, Faculty of Science
	Dr. Shelley Boyd	Dean, Faculty of Arts
	Dr. Kim Bagshaw	Faculty member, Faculty of Health
	Dr. Jimmy Choi	Faculty member, Wilson School of Design
	Dr. Marcelo Machado	Faculty member, Melville School of Business
	Dr. Amit Shukla	Associate Vice President, Research and Innovation
	Gayle Bedard	Associate Vice President, Indigenous Leadership
	Nadia Henwood	Associate Vice President, Enrollment Services & Registrar
	Catherine Schwichtenberg	Vice-Chair, Senate
	Lily Chong	University Secretary
	Guntas Kochar	Student Representative from Senate
	Aryan Kalia	Student Representative from Board of Governors

## Disclaimer

This document is not a policy and it is not part of what is being approved at Senate. It is a sample of what the proposed Faculty of Graduate Studies, through Senate, may establish as standards for the master's thesis or project Dialogue experience in line with the values articulated in the proposed Policy AC5, *Graduate Degree Studies*.

## A. Context and Purpose

This sample regulation expands upon the draft policy principles for the thesis or project Dialogue (“the Dialogue”) in AC5 (Policy C.3.d). Inspired and anchored by Indigenous teachings,<sup>1</sup> these principles seek to support KPU in striving to transform traditional, confrontational master's thesis and capstone project defenses into nurturing and supportive *Dialogues* that emphasize connectedness, reciprocity, and community, whilst maintaining KPU's commitment to academic excellence.

1. The Dean and Graduate Studies Council of the Faculty of Graduate Studies (FoGS) will be responsible for proposing and adjudicating the detailed rules (what we call *General Regulations*) of the Dialogue. The General Regulations will then be approved by Senate.
2. Proposals for master's programs that require a thesis or capstone project should include the structure and possible forms of the Dialogue within the given program. The specific formats of the Dialogue may vary according to discipline and program features, but should align with the key features outlined below.

## B. Key Components of KPU's Approach to Dialogue

### Critical Celebration

The Dialogue is a critical and celebratory occasion marking a milestone moment of a learner's journey through their master's studies at KPU. It recognizes a learner's broad academic achievement, as well as the opportunities for growth and understanding along their journey. The seriousness of this formal occasion accentuates the responsibility of a learner – the pursuit of knowledge and right action, academic and inclusive excellence, and contributions through research to the people and land that sustain them. Guides, peers and community members are encouraged to take part and bear witness to the learner's journey.

In an effort to recognize and include Indigenous and Black, People of Colour (BPOC) knowledges, epistemologies, and pedagogies in pursuit of decolonization, reconciliation, anti-racism, equity, and inclusion, ways of teaching and conversation and ceremonial practices in Indigenous and other non-western traditions are encouraged to be adopted, where permitted and culturally appropriate.

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<sup>1</sup> Teachings shared by Cyril Pierre, Elder of the Katzie First Nation, Spencer Pierre, member of the Katzie First Nation, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the Kwikwetlem Nation, with KPU.

## Key Features of the Dialogue

The Dialogue ties together the experience of a master's degree at KPU. The following experiential features of a good Dialogue will help to foreground Indigenous ways of teaching and learning at KPU master's studies, whilst allowing participants to inquire deeply into a learner's journey.

1. **Non-confrontation: learners and Guides will engage in supportive, nurturing, and non-confrontational exchanges for the purpose of understanding and reciprocity.** A traditional defense positions learners and supervisors in opposition, sometimes encouraging confrontations that build up to "make-or-break" moments of little pedagogical value. Such dynamics often lead learners to see the defense through fear and distress and as another hoop through which to jump. The Dialogue should prompt learners to explain, share, reflect, and extend their learning.
2. **Continuity: learners and Guides will engage in regular conversations on their learning journey throughout the program.** Conversations, being continuous and open-ended, are conducive to purposeful reflections on learner fulfillment, progression, learning thus far, and what they will carry forward. These conversations allow for continued opportunities for mentorship and support, allowing learners to plan their learning journeys and Guides to assess learning goals, including academic progress and the readiness of thesis or capstone projects for the Dialogue.
3. **Relationality: learners may engage with not only Guides but also peers and community .** The relations of learners and their Guides, peers, families, communities, past and future generations and environments (e.g. land and waters) should be viewed as integral parts of one's learning. Learners should be guided to consider how their learning will contribute back to the people and land that have sustained them through those relations.
4. **True Learning: The Dialogue aims to enable learners to truly learn from their mistakes.** Harsh judgements from academic authorities deter learners (especially from equity-denied communities) from reaching education goals and prevent learning from one's mistakes. Guides and learners are encouraged to *paddle together*. Learners are encouraged to remember the corrections – not the mistakes – they make.

## Role of Graduate Guides

On the day of the Dialogue, the Guide (Supervisor) is responsible to provide an assessment in the following two respects:

1. Contribution: Will the learner's research contribute to the community? (e.g. First Nations, non-profit organizations, businesses, volunteer network.)
2. Qualification: Does the learner require additional stops in their journey to complete the work and learning they set out to do? The learner may be required to conduct additional work and research after the Dialogue.

## Forms of Dialogue

The structure of the Dialogue will vary depending on program features and disciplines, as well as the goals and needs of the learner and their communities. The University does not provide a list of criteria that stipulate the format of a Dialogue. The Dialogue format for a specific program will be outlined by the program proponents in the Full Program Proposal and curriculum, and will be communicated to and agreed upon by learners and Guides, with the Dean of the Faculty of Graduate Studies approving novel

formats not provided for by the program. This process will start at the beginning of the program and will continue throughout the learner's journey by means of supportive conversations.

Examples of what the Dialogue may include:

- "A traditional circle process used as a pedagogical tool for decision-making, consensus building, healing, sharing of life, and Indigenous ceremonies" (e.g. [Master of Social Work in Indigenous Field of Study, Wilfrid Laurier University](#)).
- A product, such as a physical object created in a design program. These should normally also include analytic and reflective work, either by text or presentation.
- A written thesis presentation, given orally, with a structured dialogue after the presentation to allow for student preparation and an opportunity to consider major areas of inquiry ahead of time.
- An experiential project, such as the creation of a community program or new business. This would normally be accompanied by analytic and reflective work, either by text or presentation.

Examples of the associated supporting resources/tools/strategies for Indigenous and decolonizing a thesis or project defense at other institutions (that we may consider) include:

- An oral examination conducted with a Traditional Council with Elders and Knowledge Holders who guide, discuss and mediate issues around Indigenous Knowledges within the university context (e.g. [PhD in Indigenous Studies, Trent University](#); [Indigenous Graduate Students, University of Calgary](#)).
- Completion of an Indigenous Cultural Protocol Plan that supports Indigenous graduate students and students who work with Indigenous Elders and Knowledge Keepers, and help facilitate the process for students who wish to include Indigenous ceremonies and/or other non-western traditions in their examinations (e.g. [Indigenous Cultural Protocols and Oral Exams, University of Calgary](#)).
- Guidelines to support graduate students who wish to have an Indigenous Knowledge Keeper participate in the oral examinations as qualified observer and voting member of the examination committee (e.g. [Final Oral Examination Guidelines, University of Toronto](#)).
- Broaden thesis procedures and guidelines in graduate degrees to incorporate Indigenous languages, oral traditions, pedagogies, and research methodologies and method (Recommendation 3, Ways of Knowing - Teaching and Learning on p. 11 of 29, [ii' taa'poh'to'p Indigenous Strategy](#), University of Calgary).
- An Indigenous Knowledge examiner with the knowledge, experience and expertise related to the graduate research, who participates in a thesis examination board (e.g. [thesis examination board, University of Western Ontario](#)).
- Thesis formatting which respects and allows for the submission of theses that represent Indigenous research in a relevant format (e.g. [thesis formatting, University of Western Ontario](#)).



## SENATE

### Agenda Item: 5

**Meeting Date:** April 22, 2024

**Presenter:** Catherine Schwichtenberg

### Chair's Report to Senate Senate Standing Committee on Curriculum April 10

The April Senate Standing Committee on Curriculum (SSCC) began with appreciation to the First Nations on whose lands we live, work and play.

Eight new courses and 20 revised courses were recommended to Senate for approval. Of note was the course INDG/AGRI 1130—Indigenous Perspectives in Food Systems, in which the article [Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education](#) was utilized when determining learning outcomes.

Separately reviewed and recommended were three courses for pathway removal. Before the vote, the committee heard a summary of the background on pathway courses and the request for departments to remove courses with high DFW rates for pathway students. Christina Page, a Pathway Working Group (PWG) member and co-author of the PWG Report, provided additional background. There was discussion amongst the committee, with proponents and committee members responding and advising the committee. The vote was unanimously in favour.

In response to an earlier recommendation to remove three math courses from the Pathway Request, The math department asked to add BUSI 1115 – Interpersonal and Self-Management Skills to the Pathway 3 list. Before this course arrived at SSCC, SSCTL was asked to advise on the course's fit with Pathway 3. Their recommendation was for one year, which was provided to the SSCC, who then approved the BUSI 1115 Pathway-Three attribute for one year (September 1, 2024, through August 31, 2025).

An omnibus motion was put before the committee from the Melville School of Business who plan to change the four-credit MATH 2341 to three-credit MATH 2342. The content has not changed, and it was explained as a long-time holdover that was confusing and costly to students. Fourteen MSB courses and thirteen MSB programs were included in the motion. During the conversation, it transpired that the Office of the Registrar had recently approved the STAT acronym for statistical courses, including MATH 2342. The committee agreed that this new course would be called STAT 2342 and amended the motion accordingly.

Program changes were discussed and approved including one for Brewing who adjusted their admission requirements to reduce confusion and application delays; the Associate of Science

Framework which caught up on a previous course change and Bachelor of Arts (Honours) Major in Criminology that dropped the credits to 120 from 132 and changed some course numbers at the same time.

Finally, the committee reviewed a recommendation to form a Subcommittee on Pathway Courses, as well a membership and mandate for same.

Respectfully

Catherine Schwichtenberg

Chair, SSSCC

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## SENATE

**Agenda Number: 5.1**

**Meeting Date: April 22, 2024**

**Presenter(s): Catherine Schwichtenberg**

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**AGENDA TITLE:** New and Revised Course Outlines

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT that Senate approve the courses listed on 2024 04 10 – New and Revised Course outlines.**

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### COMMITTEE REPORT

On April 10, 2024, the Senate Standing Committee on Curriculum recommend that Senate approve the courses listed on 2024 04 10 – New Course outlines.

On April 10, 2024, the Senate Standing Committee on Curriculum recommend that Senate approve the courses listed on 2024 04 10 – Revised Course outlines.

On April 10, 2024, the Senate Standing Committee on Curriculum recommend that Senate approve the courses listed on 2024 04 10 – Revised Course outlines for pathway removal.

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### Context and Background

The Senate Standing Committee on Curriculum is mandated to receive and review all new, revised, and discontinued course outlines whose revisions require approval by the Senate and recommend approval to Senate, in accordance with the criteria defined in the [Course Outline Manual](#).

### Key Messages

1. All new and discontinued course outlines require Senate approval.
2. All revised course outlines that have changes to the following areas require Senate approval:
  - Discontinuance of the course
  - Credits (triggers a new course)
  - Prerequisites/Corequisites
  - Assessments inconsistent with Policy and Procedures *AC4 Student Evaluation and Grading*
  - Schedule Types (previously referred to as course format)

- Course level
- Attributes - Quantitative status, Writing-intensive status, Pathway course

**Attachments**

1. 2024 04 New and Revised Course Outlines
- 

**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 12, 2024

Department	Course Subject Code	Course Number	Course Title	Implementation Date (Enter as DD- MMM-YY)	Category	Attribute Requested? QUAN, WI, PW	Date attribute was approved by subcommittee	Notes
Biology	BIOL	1429	<a href="#">Indigenous Perspectives in Biology</a>	1-Sep-24	New			
Educational Studies	CNPS	4900	<a href="#">Special Topics in Counselling</a>	1-Sep-24	New			
Entrepreneurial Leadership	ENTR	3900	<a href="#">Special Topics in Entrepreneurial Leadership</a>	1-Sep-24	New			
Fine Arts	FINA	3152	<a href="#">Creating Visual Narratives: The Graphic Novel</a>	1-Sep-24	New			
Indigenous Studies	INDG/AGRI	1130	<a href="#">Indigenous Perspectives in Food Systems</a>	1-Sep-24	New			
Indigenous Studies	INDG/BIOL	1492	<a href="#">Indigenous Perspectives in Biology</a>	1-Sep-24	New			
Mathematics	MATH	1170	<a href="#">Introduction to Data Science</a>	1-Sep-24	New	QUAN	19-Mar-24	
Marketing	MRKT	3333	<a href="#">Social Media Marketing Strategy</a>	1-Sep-24	New			
Mathematics	STAT	2342	<a href="#">Introduction to Statistics for Business</a>	1-Sep-24	New	QUAN	1-Apr-24	
Anthropology	ANTH	3300	<a href="#">Archaeological Theory</a>	1-Sep-24	Revised			Prerequisites
Fine Arts	ARTH	1120	<a href="#">Art and Visual Culture: Prehistoric to late Gothic</a>	1-Sep-24	Revised			Prerequisites
Fine Arts	ARTH	1121	<a href="#">Art and Visual Culture: Renaissance to 20th Century</a>	1-Sep-24	Revised	PW	removal	removal from pathway
Asian Studies	ASIA	3252	<a href="#">Bollywood and Contemporary India</a>	1-Sep-24	Revised			Prerequisites
Business	BUSI	1115	<a href="#">Interpersonal and Self-Management Skills</a>	1-Sep-24	Revised	PW	10-Apr-24	Added to PW3
Business Graduate Programs	BUSM	6100	<a href="#">Accounting and Financial Management for Managers</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	BUSM	6110	<a href="#">Project Management</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	BUSM	6130	<a href="#">Change Management and Digital transformation for Business</a>	1-Sep-24	Revised			Co-requisites
Criminology	CRIM	1215	<a href="#">Interpersonal and Professional Development in Criminology</a>	1-Sep-24	Revised			Prerequisites
Criminology	CRIM	2205	<a href="#">Crime, Criminal Justice, and the Media</a>	1-Sep-24	Revised			Prerequisites
Criminology	CRIM	2330	<a href="#">Psychological Explanations of Criminal Behaviour</a>	1-Sep-24	Revised			Schedule type
Criminology	CRIM	3249	<a href="#">Issues in Youth Justice</a>	1-Sep-24	Revised			Prerequisites
Fashion Marketing	FMRK	1205	<a href="#">Visual Communication for Fashion Marketing</a>	1-Sep-24	Revised			Prerequisites
Business Graduate Programs	GRMT	6100	<a href="#">Sustainability and Business Administration</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	GRMT	6110	<a href="#">Green Marketing Management</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	GRMT	6120	<a href="#">Ecological Economics for Organizations</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	GRMT	6130	<a href="#">Principles of Green and Clean Technologies</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	GRMT	6140	<a href="#">Sustainable Operations</a>	1-Sep-24	Revised			Co-requisites
Health Science	HSCI	3225	<a href="#">Nutrition</a>	1-Sep-24	Revised			Prerequisites
Business Graduate Programs	IBUS	6100	<a href="#">Intercultural Communication for Business</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	IBUS	6110	<a href="#">International Operations in Trade</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	IBUS	6120	<a href="#">Marketing for International Organization</a>	1-Sep-24	Revised			Co-requisites
Business Graduate Programs	IBUS	6130	<a href="#">E-commerce Design and Digital Marketing</a>	1-Sep-24	Revised			Co-requisites
Language and Cultures	LING	1100	<a href="#">Introduction to Language Structure</a>	1-Sep-24	Revised	PW	removal	removal from pathway
Nursing	NRSNG	2121	<a href="#">Professional Identity 1</a>	1-Sep-24	Revised	WI	8-Mar-24	WI Attribute
Psychology	PSYC	1100	<a href="#">Introduction to Psychology: Basic Processes</a>	1-Sep-24	Revised	PW	removal	removal from pathway

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## SENATE

**Agenda Number: 5.2**

**Meeting Date: April 22, 2024**

**Presenter(s): Catherine Schwichtenberg**

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**AGENDA TITLE:** PROGRAM CHANGE: DIPLOMA IN BREWING AND BREWERY OPERATIONS

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT Senate approve the changes to the Diploma in Brewing and Brewery Operations program, effective September 1, 2025.**

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### COMMITTEE REPORT

On April 10, 2024 the Senate Standing Committee on Curriculum recommended that Senate approve the changes to the Diploma in Brewing and Brewery Operations program, effective September 1, 2025.

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### Context and Background

It was highlighted in the Brewing and Brewery Operations quality assurance plan to reduce barriers to application and feedback indicates that the term “portfolio” is intimidating for some applicants. After consultations with the Office of the Registrar, the department has requested to change the current wording in the calendar from a “portfolio” to a “letter of intent”. The hope is that a letter of intent would be more straightforward for applicants but would still allow the selection committee to vet applicants.

### Key Messages

1. Change the portfolio admission requirement to a letter of intent.

### Resource Requirements

NA

### Implications/Risks

NA

**Consultations**

- David Burns, Associate Vice-President, Academic
- Molly Kirsch, Interim Associate Registrar, Recruitment & Admissions
- Catherine Schwichtenberg, Vice-Chair of Senate

**Attachments**

1. Program Change Proposal – Diploma in Brewing and Brewery Operations
- 

**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 12, 2024

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# 1. Program Change Proposal

## PROGRAM DETAILS

<b>Faculty:</b>	Faculty of Science
<b>Program Name:</b>	Diploma in Brewing and Brewery Operations
<b>Department:</b>	Brewing
<b>Effective date:</b>	September 1, 2025
<b>Dean/Associate Dean:</b>	Brett Favaro/Jeff Dyck
<b>Chair/Coordinator:</b>	Dominic Bernard
<b>Submission Date:</b>	March 22, 2024

## CONSULTATIONS

Consultations	Person Consulted	Consultation Date
<b>Office of the Provost:</b>	David Burns	16-Feb-2024
<b>Vice Chair of Senate:</b>	Catherine Schwichtenberg	16-Feb-2024
<b>Other(s)* (if applicable):</b>		

*\*For more complex consultations, please attach the Curriculum Consultation Forms. If you have any inquiries regarding the completion of the above Consultations section or the Curriculum Consultation Forms, please contact the Chair of the Senate Standing Committee on Curriculum.*

## OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed Program Change Proposal	Review Submission Date
Send to <a href="mailto:OREGCurrConsult@kpu.ca">OREGCurrConsult@kpu.ca</a> for review**	16-Feb-2024

*\*\*Allow 2 weeks for the Office of the Registrar's proposal review (in advance of the SSCC submission deadline).*

*If the proposed changes introduce new courses, submit 2 weeks in advance of your Faculty's curriculum committee meeting.*

## APPROVALS

	Proposal Approval Date
<b>Faculty Curriculum Committee:</b>	7-Mar-2024
<b>Faculty Council (if required):</b>	19-Mar-2024
<b>SSC on Curriculum:</b>	10-Apr-2024
<b>SSC on University Budget (if required):</b>	N/A
<b>SSC on Academic Planning and Priorities (if required):</b>	N/A
<b>Senate:</b>	

<b>Overview of Proposed Change(s):</b>	Change the portfolio admission requirement for the Diploma in Brewing and Brewery Operations to a letter of intent.
<b>Rationale:</b>	It was highlighted in the Brewing and Brewery Operations quality assurance plan to reduce barriers to application and feedback indicates that the term portfolio is intimidating for some applicants. The word portfolio is daunting to some and could be a barrier to applications. After consultations with OREG, we would like to change the current

	wording in the calendar from a portfolio to a letter of intent. We hope that a letter of intent would be more straightforward for applicants and it would still allow the department to vet applicants.
<b>URL(s):</b>	<a href="https://calendar.kpu.ca/programs-az/science-horticulture/brewing/brewing-brewery-operations-diploma/">https://calendar.kpu.ca/programs-az/science-horticulture/brewing/brewing-brewery-operations-diploma/</a>

<b>Impact on Students:</b>	<p><b>Check all that apply:</b></p> <p><input checked="" type="checkbox"/> The changes alter the admission, declaration or continuance requirements  <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes alter the curricular requirements  <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes change the total number of required credits  <i>If yes, state the <b>current</b> number of total credits: Click or tap here to enter text.</i>  <i>and <b>proposed</b> number of total credits: Click or tap here to enter text.</i></p> <p><input type="checkbox"/> The changes introduce new, revised or discontinued courses  Click or tap here to enter text. <i>and list the courses below.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded  <i>If yes, indicate the proposed credential:</i></p>
<b>Transition Plan</b>	Advisors will be informed of the change.

<b>Current Requirements with Proposed Changes</b> <i>Cut and paste the relevant section(s) in full from the current Calendar website. Use <u>track changes</u> to show the proposed changes.</i>	<b>New Requirements</b> <i>Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.</i>
<p><b>Admission Requirements</b></p> <p>In addition to the Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency Requirement, the following program admission requirements apply:</p> <ul style="list-style-type: none"> <li>• <del>Portfolio Review</del></li> <li>• <u>a letter of intent, of about 500 words, addressing</u> <ul style="list-style-type: none"> <li>○ <u>Your interest in attending the Brewing and Brewery Operations Program</u></li> <li>○ <u>The qualities you possess that make you a good candidate for this program</u></li> </ul> </li> <li>• A minimum of 19 years of age by the first day of classes.</li> <li>• Either           <ol style="list-style-type: none"> <li>1. Chemistry 11 with a minimum grade of C+ (or equivalent), and Level E1 as defined in the Math Alternatives Table, or</li> <li>2. Recommendation by the Admissions Selection Committee.</li> </ol> </li> </ul> <p><del>Portfolio Review</del>  <del>Applicants will be provided portfolio requirements and instructions for submission upon receipt of an application.</del></p> <p><del>For more information about the portfolio requirements, visit the department's website at <a href="http://kpu.ca/brew">kpu.ca/brew</a></del></p> <p>Selection of qualified applicants for admission will be made by an Admissions Selection Committee which may comprise faculty, <u>and</u> staff, <del>and external member.</del></p>	<p><b>Admission Requirements</b></p> <p>In addition to the Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency Requirement, the following program admission requirements apply:</p> <ul style="list-style-type: none"> <li>• a letter of intent, of about 500 words, addressing           <ul style="list-style-type: none"> <li>○ Your interest in attending the Brewing and Brewery Operations Program</li> <li>○ The qualities you possess that make you a good candidate for this program</li> </ul> </li> <li>• A minimum of 19 years of age by the first day of classes.</li> <li>• Either           <ol style="list-style-type: none"> <li>3. Chemistry 11 with a minimum grade of C+ (or equivalent), and Level E1 as defined in the Math Alternatives Table, or</li> <li>4. Recommendation by the Admissions Selection Committee.</li> </ol> </li> </ul> <p>Selection of qualified applicants for admission will be made by an Admissions Selection Committee which may comprise faculty and staff.</p>

## 2. Financial Assessment Questions

### Financial Assessment Questions

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required.

Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.

<b>Change in number of credits</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in space requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in equipment requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in support requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:

Please attach any financial document if required.

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## SENATE

**Agenda Number:** 5.2

**Meeting Date:** April 22, 2024

**Presenter(s):** Catherine Schwichtenberg

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**AGENDA TITLE:** PROGRAM CHANGE: BACHELOR OF ARTS (HONOURS), MAJOR IN CRIMINOLOGY

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT Senate approve the revisions to the Bachelor of Arts (Honours), Major in Criminology program and courses associated with this revision, effective September 1, 2024.**

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### COMMITTEE REPORT

On April 10, 2024 the Senate Standing Committee on Curriculum recommended that Senate approve the revisions to the Bachelor of Arts (Honours), Major in Criminology program and courses associated with this revision, effective September 1, 2024.

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### Context and Background

In the recently-approved Self Study portion of the Program Review for the Criminology Department, it was recommended that the Honours program be reduced from 132 credits to 120 credits to permit students the ability to complete the program within four years. Other changes include changing course numbers from the 5XXX level to the 4XXX level, revising the contents of the Honours course outlines to update the content and make it more robust, and adding courses to the course requirement groups to allow students to enroll in a greater variety of courses to meet their degree requirements. The subtraction of 12 credits mentioned above was from electives, so the latter change allows students to take some of the courses that they would have taken as electives if the program was still at 132 credits.

### Key Messages

1. Reducing the Honours program from 132 credits to 120 credits.
2. Revising Honours course numbers and course outline content.
3. Adding courses to course requirement groups to afford more flexibility in course selection for Honours students.

**Resource Requirements**

NA

**Implications/Risks**

NA

**Consultations**

1. David Burns, Associate Vice-President, Academic
2. Catherine Schwichtenberg, Vice Chair of Senate

**Attachments**

1. CRIM Program Change Proposal – Bachelor of Arts (Honours), Major in Criminology
- 

**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 12, 2024

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# 1. Program Change Proposal

## PROGRAM DETAILS

<b>Faculty:</b>	Arts
<b>Program Name:</b>	Bachelor of Arts (Honours), Major in Criminology
<b>Department:</b>	Criminology
<b>Effective date:</b>	September 1, 2024
<b>Dean/Associate Dean:</b>	Shelley Boyd/Melinda Bige
<b>Chair/Coordinator:</b>	Carroll Boydell
<b>Submission Date:</b>	April 12, 2024

## CONSULTATIONS

Consultations	Person Consulted	Consultation Date
<b>Office of the Provost:</b>	David Burns	05-Feb-2024
<b>Vice Chair of Senate:</b>	Catherine Schwichtenberg	05-Feb-2024
<b>Other(s)* (if applicable):</b>	Other Arts Honours Departments	Varied dates in December 2023

*\*For more complex consultations, please attach the Curriculum Consultation Forms. If you have any inquiries regarding the completion of the above Consultations section or the Curriculum Consultation Forms, please contact the Chair of the Senate Standing Committee on Curriculum.*

## OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed Program Change Proposal	Review Submission Date
Send to <a href="mailto:OREGCurrConsult@kpu.ca">OREGCurrConsult@kpu.ca</a> for review**	05-Feb-2024

*\*\*Allow 2 weeks for the Office of the Registrar's proposal review (in advance of the SSCC submission deadline).  
If the proposed changes introduce new courses, submit 2 weeks in advance of your Faculty's curriculum committee meeting.*

## APPROVALS

	Proposal Approval Date
<b>APP</b>	February 21 <sup>st</sup> , 2024
<b>Faculty Curriculum Committee:</b>	
<b>Faculty Council (if required):</b>	n/a
<b>SSC on Curriculum:</b>	April 10, 2024
<b>SSC on University Budget (if required):</b>	n/a
<b>SSC on Academic Planning and Priorities (if required):</b>	n/a
<b>Senate:</b>	



<p><b>Overview of Proposed Change(s):</b></p>	<ul style="list-style-type: none"> <li>• Reducing the number of credits required to complete a Bachelor of Arts (BA) Honours in Criminology from 132 to 120 credits.</li> <li>• Adding upper level CRIM courses to selection lists for course requirement groups.</li> <li>• Updating Honours course outlines and course numbers.</li> <li>• Removing the requirement that students complete CRIM 4410 prior to declaring into the program and lowering the minimum number of credits that must be completed prior to declaring into the program from 90 to 60 credits.</li> </ul>
<p><b>Rationale:</b></p>	<ul style="list-style-type: none"> <li>• Currently, students must successfully complete 132 credits to earn a BA Honours, Major in Criminology, often taking at least an extra year to complete their studies. Some prospective students ultimately decide not to enroll in Honours because it will add extra time to their degree. Thus, reducing the number of credits required for the BA Honours in Criminology to 120 will allow students to complete their degree in less time and potentially boost enrollment in the program. The subtraction of 12 credits will be from the 15 credits of upper division CRIM electives currently required for the degree. The reduction in credits to 120 was recommended in the 2023 Criminology Program Review Self-Study Report, which was endorsed by the Dean and accepted by the SSCPR. We anticipate that moving forward on this will be a component of our upcoming Quality Assurance Plan.</li> <li>• At present, students enrolled in the BA Honours program must also take 1-2 courses from four course requirement groups (one at the 2000 level and three at the 3000/4000 level). In the period of time between the last two program reviews of the department, a number of new courses were created that are currently “unattached”, meaning that they do not belong to the above course requirement groups. Reducing the number of upper-division CRIM electives would in turn limit the variety of courses that BA Honours students can take. Therefore, some courses that are currently electives have been added to the course requirement groups so that BA Honours students will have more flexibility in what courses they can take as requirements.</li> <li>• Students who complete the BA Honours in Criminology take three honours courses as part of their program. The outlines of these three courses have been reviewed and updated as per the requirement that course outlines be reviewed every five years. Among the revisions, one notable change pertains to the fact that these courses are numbered currently at the 5000 level. As part of their revision, they have been renumbered at the 4000 level to conform with changes made by the university to course numbering rules a few years ago.</li> <li>• Finally, two revisions have been made to declaration requirements for this program. First, the number of credits that students must complete prior to declaring into the program has been reduced from 90 credits to 60 credits. This change will apply to the Co-op option for the degree as well. Second, CRIM 4410 (Policy and Program Evaluation) has been removed as a pre-requisite for declaration into the Honours program. Most students will not be engaging in this type of work upon graduation and it is not necessary for them to possess knowledge from this class to be successful in Honours.</li> </ul>
<p><b>URL(s):</b></p>	<p><a href="https://calendar.kpu.ca/programs-az/arts/criminology/criminology-bah/">https://calendar.kpu.ca/programs-az/arts/criminology/criminology-bah/</a></p>

<p><b>Impact on Students:</b></p>	<p><b>Check all that apply:</b></p> <p><input checked="" type="checkbox"/> The changes alter the admission, declaration or continuance requirements  <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes alter the curricular requirements  <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes change the total number of required credits  <i>If yes, state the <b>current</b> number of total credits: 132 and <b>proposed</b> number of total credits: 120</i></p> <p><input checked="" type="checkbox"/> The changes introduce new, revised or discontinued courses  <i>Discontinued courses = CRIM 5000, 5010, &amp; 5020; New courses (which contain revisions): CRIM 4970 (formerly 5010), CRIM 4990 (formerly 5000), and CRIM 4995 (formerly 5020) .</i></p> <p><input type="checkbox"/> The changes alter the credential awarded  <i>If yes, indicate the proposed credential: _____</i></p>
<p><b>Transition Plan</b></p>	<p>No additions are being made to the program, therefore students in-progress would not be required to complete any additional requirements. Students may apply to have courses not previously included in the requirement groups count towards those requirements. Marketing materials will be updated for the Honours program and Degree Advisors will be informed of the changes. Students will also be informed in recruitment materials about the reduction in credits required to complete the Honours degree and other curricular changes to the degree. New students to the program will be encouraged to meet with Arts Degree Advisors to confirm that they are meeting the new requirements, as they will have changed since they were admitted to KPU initially.</p>

**Curriculum Map – see attached for full map**

PLO#1	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]
PLO#2	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]
PLO#3	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]
PLO#4	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]
PLO#5	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]
PLO#6	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report [BT: EVALUATE]
PLO#7	Design an original research project with an appropriate methodology through the preparation of a formal proposal [BT: CREATE]
PLO#8	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge [BT: CREATE]
PLO#9	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]
PLO#10	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]
PLO#11	Conduct an original research project and present the findings in a formal thesis [BT: CREATE]

<b>Current Requirements with Proposed Changes</b> <i>Cut and paste the relevant section(s) in full from the current Calendar website. Use <u>track changes</u> to show the proposed changes.</i>	<b>New Requirements</b> <i>Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.</i>																								
<p><b>Admission Requirements</b> Students pursuing a major in Criminology must be admitted to the Faculty of Arts.</p> <p><b>Declaration Requirements</b> Students intending to graduate with this Faculty of Arts Bachelor’s degree must declare the credential by the time they complete 60 credits of undergraduate coursework. At the time of declaration, the student must satisfy all of the following requirements:</p> <ul style="list-style-type: none"> <li>• In good academic standing with the University</li> <li>• Completion of a minimum of 18 credits of undergraduate coursework, including the following with a minimum grade of “C”: <ul style="list-style-type: none"> <li>• 3 credits of ENGL at the 1100 level or higher</li> <li>• 6 credits at the 1100 level or higher in the Major area</li> </ul> </li> </ul> <p><b>Curricular Requirements</b> Students pursuing a Bachelor of Arts degree must complete all requirements in the <a href="#">Bachelor of Arts framework</a> in addition to their major or minor program requirements.</p> <p><b>Major</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>1100 Level</b></td> </tr> <tr> <td><a href="#">CRIM 1100</a></td> <td>Introduction to Criminology</td> <td>3</td> </tr> <tr> <td><a href="#">CRIM 1101</a></td> <td>Introduction to the Criminal Justice System</td> <td>3</td> </tr> </tbody> </table>	Code	Title	Credits	<b>1100 Level</b>			<a href="#">CRIM 1100</a>	Introduction to Criminology	3	<a href="#">CRIM 1101</a>	Introduction to the Criminal Justice System	3	<p><b>Admission Requirements</b> Students pursuing a major in Criminology must be admitted to the Faculty of Arts.</p> <p><b>Declaration Requirements</b> Students intending to graduate with this Faculty of Arts Bachelor’s degree must declare the credential by the time they complete 60 credits of undergraduate coursework. At the time of declaration, the student must satisfy all of the following requirements:</p> <ul style="list-style-type: none"> <li>• In good academic standing with the University</li> <li>• Completion of a minimum of 18 credits of undergraduate coursework, including the following with a minimum grade of “C”: <ul style="list-style-type: none"> <li>• 3 credits of ENGL at the 1100 level or higher</li> <li>• 6 credits at the 1100 level or higher in the Major area</li> </ul> </li> </ul> <p><b>Curricular Requirements</b> Students pursuing a Bachelor of Arts degree must complete all requirements in the <a href="#">Bachelor of Arts framework</a> in addition to their major or minor program requirements.</p> <p><b>Major</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>1100 Level</b></td> </tr> <tr> <td><a href="#">CRIM 1100</a></td> <td>Introduction to Criminology</td> <td>3</td> </tr> <tr> <td><a href="#">CRIM 1101</a></td> <td>Introduction to the Criminal Justice System</td> <td>3</td> </tr> </tbody> </table>	Code	Title	Credits	<b>1100 Level</b>			<a href="#">CRIM 1100</a>	Introduction to Criminology	3	<a href="#">CRIM 1101</a>	Introduction to the Criminal Justice System	3
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<a href="#"><u>CRIM 1107</u></a>	Canadian Legal Systems	3	<a href="#"><u>CRIM 1107</u></a>	Canadian Legal Systems	3
<a href="#"><u>CRIM 1207</u></a>	Introduction to Criminal Law	3	<a href="#"><u>CRIM 1207</u></a>	Introduction to Criminal Law	3
<a href="#"><u>CRIM 1208</u></a>	Methods of Research in Criminology	3	<a href="#"><u>CRIM 1208</u></a>	Methods of Research in Criminology	3
<a href="#"><u>CRIM 1215</u></a>	Interpersonal and Professional Development in Criminology	3	<a href="#"><u>CRIM 1215</u></a>	Interpersonal and Professional Development in Criminology	3
<a href="#"><u>PSYC 1100</u></a>	Introduction to Psychology: Basic Processes	3	<a href="#"><u>PSYC 1100</u></a>	Introduction to Psychology: Basic Processes	3
<a href="#"><u>SOCI 1125</u></a>	Introduction to Society: Processes and Structures	3	<a href="#"><u>SOCI 1125</u></a>	Introduction to Society: Processes and Structures	3
Select one of the following:		3	Select one of the following:		3
<a href="#"><u>PHIL 1100</u></a>	General Introduction to Philosophy		<a href="#"><u>PHIL 1100</u></a>	General Introduction to Philosophy	
<a href="#"><u>PHIL 1110</u></a>	Introduction to Moral Philosophy		<a href="#"><u>PHIL 1110</u></a>	Introduction to Moral Philosophy	
<a href="#"><u>PHIL 1145</u></a>	Critical Thinking		<a href="#"><u>PHIL 1145</u></a>	Critical Thinking	
<a href="#"><u>PHIL 1150</u></a>	Introduction to Formal Logic		<a href="#"><u>PHIL 1150</u></a>	Introduction to Formal Logic	
<b>2000 Level</b>			<b>2000 Level</b>		
<a href="#"><u>CRIM 2103</u></a>	Quantitative Data Analysis I	3	<a href="#"><u>CRIM 2103</u></a>	Quantitative Data Analysis I	3
<a href="#"><u>CRIM 2330</u></a>	Psychological Explanations of Criminal Behaviour	3	<a href="#"><u>CRIM 2330</u></a>	Psychological Explanations of Criminal Behaviour	3
<a href="#"><u>CRIM 2331</u></a>	Sociological Explanations of Criminal Behaviour	3	<a href="#"><u>CRIM 2331</u></a>	Sociological Explanations of Criminal Behaviour	3
<a href="#"><u>CRIM 2341</u></a>	Canadian Criminal Justice Administration	3	<a href="#"><u>CRIM 2341</u></a>	Canadian Criminal Justice Administration	3
Select one of the following:		3	Select one of the following:		3
<a href="#"><u>CRIM 2204</u></a>	Criminal Justice and Psychology		<a href="#"><u>CRIM 2204</u></a>	Criminal Justice and Psychology	

<a href="#">CRIM 2205</a>	Crime, Criminal Justice, and the Media	
<a href="#">CRIM 2211</a>	Introduction to Policing	
<a href="#">CRIM 2214</a>	Corrections: Theory and Practice	
<a href="#">CRIM 2249</a>	Youth Justice	
<a href="#">CRIM 2355</a>	<a href="#">Police Deviance and Accountability</a>	
<b>3000 and 4000 Level <sup>1</sup></b>		<b><del>15</del></b>
<a href="#">CRIM 3104</a>	Qualitative Research Methods	<u>3</u>
<a href="#">CRIM 4970</a>	<a href="#">Honours Seminar</a>	<u>3</u>
<a href="#">CRIM 4990</a>	<a href="#">Honours Thesis I</a>	<u>3</u>
<a href="#">CRIM 4995</a>	<a href="#">Honours Thesis II</a>	<u>6</u>
Select two of the following Group 1 courses:		6
<b><i>Group 1: Theory and Methods</i></b>		
<a href="#">CRIM 3100</a>	Advanced Theories of Crime and Community	
<a href="#">CRIM 3111</a>	Contemporary Sociological Criminology	
<a href="#">CRIM 3113</a>	Critical Criminology	
<a href="#">CRIM 3115</a>	<a href="#">Crime Mapping</a>	
<a href="#">CRIM 3118</a>	<a href="#">White-Collar &amp; Corporate Crime</a>	
<a href="#">CRIM 3351</a>	<a href="#">Philosophy of Law</a>	

<a href="#">CRIM 2205</a>	Crime, Criminal Justice, and the Media	
<a href="#">CRIM 2211</a>	Introduction to Policing	
<a href="#">CRIM 2214</a>	Corrections: Theory and Practice	
<a href="#">CRIM 2249</a>	Youth Justice	
<a href="#">CRIM 2355</a>	Police Deviance and Accountability	
<b>3000 and 4000 Level <sup>1</sup></b>		<b>15</b>
<a href="#">CRIM 3104</a>	Qualitative Research Methods	3
<a href="#">CRIM 4970</a>	Honours Seminar	3
<a href="#">CRIM 4990</a>	Honours Thesis I	3
<a href="#">CRIM 4995</a>	Honours Thesis II	6
Select two of the following Group 1 courses:		6
<b><i>Group 1: Theory and Methods</i></b>		
<a href="#">CRIM 3100</a>	Advanced Theories of Crime and Community	
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<a href="#">CRIM 3351</a>	Philosophy of Law	

<a href="#">CRIM 3911</a>	<a href="#">Green Criminology</a>	
<a href="#">CRIM 4112</a>	Contemporary Psychological Criminology	
<a href="#">CRIM 4205</a>	<a href="#">Surveillance, Privacy, and Control</a>	
Select one of the following Group 2 courses:		3
<b>Group 2: Criminal Justice</b>		
<a href="#">CRIM 3000</a>	<a href="#">Justice/Injustice</a>	
<del><a href="#">CRIM 3118</a></del>	<del><a href="#">White-Collar &amp; Corporate Crime</a></del>	
<a href="#">CRIM 3213</a>	Community Corrections	
<a href="#">CRIM 3120</a>	<a href="#">Organized Crime</a>	
<a href="#">CRIM 3211</a>	<a href="#">Policing and Community</a>	
<a href="#">CRIM 3217</a>	<a href="#">Women, Crime, and Justice</a>	
<a href="#">CRIM 3249</a>	Issues in Youth Justice	
<a href="#">CRIM 4201</a>	Community Safety and Crime Prevention	
<a href="#">CRIM 4235</a>	<a href="#">Marginalized Groups and the Criminal Justice System</a>	
<a href="#">CRIM 4240</a>	<a href="#">Indigenous Peoples and Justice</a>	
<a href="#">CRIM 4410</a>	<a href="#">Policy and Program Evaluation</a>	
Select one of the following Group 3 courses:		3
<b>Group 3: Law, Advocacy and Conflict Resolution</b>		
<a href="#">CRIM 3270</a>	Substance Use and Harm Reduction	

<a href="#">CRIM 3270</a>	<a href="#">Substance Use and Harm Reduction</a>							
<a href="#">CRIM 3302</a>	Procedure and Evidence							
<a href="#">CRIM 3305</a>	Law and Society							
<a href="#">CRIM 3307</a>	Issues in Conflict Resolution							
<a href="#">CRIM 3310</a>	<a href="#">Restorative Justice</a>							
<a href="#">CRIM 3512</a>	<a href="#">Mental Disorder and Canadian Law</a>							
<a href="#">CRIM 4245</a>	<a href="#">Indigenous Activism</a>							
<a href="#">CRIM 4300</a>	Administrative and Regulatory Law							
<a href="#">CRIM 4301</a>	Community Advocacy and Human Rights							
Select 3 additional credits of any CRIM courses at the 3000 or 4000 level.		<del>15</del> 3						
<b>Total Credits</b>		<del>72</del> <b>84</b>						
<p><sup>1</sup> Students will complete 30 credits in upper-level CRIM courses. All upper-level criminology courses require 6 credits of English as pre-requisites as of Fall 2013.</p> <p><b>Honours</b>  In addition to the 120 credits required for the Bachelor of Arts, Major in Criminology, students pursuing the Bachelor of Arts, Honours in Criminology degree must complete the following additional 12 credits:</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td><a href="#">CRIM 5000</a></td> <td>Honours Thesis I</td> <td>3</td> </tr> </tbody> </table>			Code	Title	Credits	<a href="#">CRIM 5000</a>	Honours Thesis I	3
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<b>Total Credits</b>		<b>84</b>						
<p><sup>1</sup> Students will complete 30 credits in upper-level CRIM courses. All upper-level criminology courses require 6 credits of English as pre-requisites as of Fall 2013.</p> <p>Enrolment in Criminology Honours courses requires the permission of the Criminology Honours committee. In order to be considered for Honours courses, students normally must:</p> <ul style="list-style-type: none"> <li>• have completed 60 credits or more at the time of application;</li> <li>• achieve a CGPA of 3.5; and</li> <li>• have completed <a href="#">CRIM 3104</a>.</li> </ul> <p>Please see <a href="http://kpu.ca/arts/criminology">kpu.ca/arts/criminology</a> for further information regarding application deadlines and selection criteria.</p>								



<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><u>CRIM 5010</u></td> <td style="width: 20%;">Honours Seminar</td> <td style="width: 20%; text-align: right;">3</td> </tr> <tr> <td><hr/></td> <td></td> <td></td> </tr> <tr> <td><u>CRIM 5020</u></td> <td>Honours Thesis II</td> <td style="text-align: right;">6</td> </tr> <tr> <td><hr/></td> <td></td> <td></td> </tr> <tr> <td><b>Total Credits</b></td> <td></td> <td style="text-align: right;"><b>12</b></td> </tr> </table> <p><b>Course-List</b></p> <p>Enrolment in Criminology Honours courses requires the permission of the Criminology Honours committee. In order to be considered for Honours courses, students normally must:</p> <ul style="list-style-type: none"> <li>• have completed <u>960</u> credits or more at the time of application;</li> <li>• achieve a CGPA of 3.5; and</li> <li>• have completed <u>CRIM 3104</u> and <u>CRIM 4410</u>.</li> </ul> <p>Please see <a href="http://kpu.ca/arts/criminology">kpu.ca/arts/criminology</a> for further information regarding application deadlines and selection criteria.</p> <p>Students may receive either the Bachelor of Arts, Major in Criminology degree or the Bachelor of Arts, Honours in Criminology degree, but not both.</p> <p><b>Credential Awarded</b> Upon successful completion of the honours program, students are eligible to receive a <b>Bachelor of Arts (Honours)</b>. Transcripts will indicate a <b>Major in Criminology</b>.</p>	<u>CRIM 5010</u>	Honours Seminar	3	<hr/>			<u>CRIM 5020</u>	Honours Thesis II	6	<hr/>			<b>Total Credits</b>		<b>12</b>	<p>Students may receive either the Bachelor of Arts, Major in Criminology degree or the Bachelor of Arts, Honours in Criminology degree, but not both.</p> <p><b>Credential Awarded</b> Upon successful completion of the honours program, students are eligible to receive a <b>Bachelor of Arts (Honours)</b>. Transcripts will indicate a <b>Major in Criminology</b>.</p>
<u>CRIM 5010</u>	Honours Seminar	3														
<hr/>																
<u>CRIM 5020</u>	Honours Thesis II	6														
<hr/>																
<b>Total Credits</b>		<b>12</b>														

<b>List any new, revised or discontinued courses associated with this program change</b>			
Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued
CRIM	4970	<a href="#">Honours Seminar</a>	New
CRIM	4990	<a href="#">Honours Thesis I</a>	New
CRIM	4995	<a href="#">Honours Thesis II</a>	New
CRIM	5000	<a href="#">Honours Thesis I</a>	Discontinued
CRIM	5010	<a href="#">Honours Seminar</a>	Discontinued
CRIM	5020	<a href="#">Honours Thesis II</a>	Discontinued

## 2. Curriculum Consultations

Please consult with the Office of the Provost as additional consultations may be required depending on the scope of the proposed program changes.

- No additional consultations were requested.

Name	Department, Program and/or Faculty	Comments	Date Consulted
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
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### 3. Financial Assessment Questions

#### Financial Assessment Questions

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required.

Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.

<b>Change in number of credits</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, please provide details: 132 to 120 credits.
<b>Change in space requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in equipment requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in support requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:

Please attach any financial document if required.







PROGRAM COURSES AND THEIR CLOS	PROGRAM LEARNING OUTCOMES										
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11
	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report [BT: EVALUATE]	Design an original research project with an appropriate methodology through the preparation of a formal proposal [BT: CREATE]	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge [BT: CREATE]	Reflect on personal contributions to a planned collaborative project through reflective writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]	Conduct an original research project and present the findings in a formal thesis [BT: CREATE]
Describe and analyze the major trends affecting contemporary policing				D	I						
Describe and compare different policing philosophies	D										
Describe and analyze the role and function of the police and of policing						D		I			
Explain the causes and implications of police subcultures	D										
Apply their understanding of police powers to concrete situations				D							
Describe accountability mechanisms in policing	I			D	I						
<b>CRIM 2214: Corrections: Theory and Practice</b>											
Explain the history of correctional practices and philosophies	D										
Identify, describe, and analyze current correctional practices and philosophies	D										
Analyze the causes and characteristics of current trends in correctional populations				D	I						
Find and summarize valid social science research on a variety of corrections-related topics						I					
Attend to and describe the lived experience of correctional officers and offenders	D			D				D			
<b>CRIM 2249: Youth Justice</b>											
Analyze critically the historical and contemporary youth justice models in a Canadian context								D		D	
Place theories of youth criminality and approaches to the social control of youth in an historical perspective								D			
Analyze critically theories of youth criminality	D										
Analyze critically responses to youth criminality				D							
Explain the role of the media in the perception of youth criminality	I										
<b>CRIM 3104: Qualitative Research Methods</b>											
Distinguish between quantitative and qualitative approaches	D		D				D	D			
Describe and critically assess different qualitative approaches (e.g., interviewing, ethnography, action research)	D					D	D	D			
Identify and assess variables specific to the context of qualitative research	D		D			D	D	D			
Identify the needs of research participants and appropriate ways to respond						D	D	D			
Frame, plan, and carry out qualitative research, appropriate to context			D				D	D			
Identify and explain strategies for data analysis (e.g., generating typologies, grounded theory, metaphors)							D				
Manage and analyze qualitative data (e.g., content analysis, coding, software)							I				
Evaluate the results of research conducted and reported by others	D		D			D	D	D			
Identify and explain ethical concerns in qualitative research	D		D			D	D	D			
Explain how findings from data fit within a broader theoretical framework	D		D			D	D	D			
Apply ethical principles in the process of conducting qualitative research, including working through the steps of submitting a project for review by the Research Ethics Board (REB), if appropriate							D				
<b>TWO OF CRIM 3100, CRIM 3111, CRIM 3113, or CRIM 4112</b>											
<b>CRIM 3100: Advanced Theories of Crime and Community</b>											
Define community and describe its components as relevant to criminology	D									D	
Describe and critically assess the explanatory principles of various theories of crime and community	D							D			
Describe and critically assess the empirical literature on theories of crime and community				D		D	D				
Describe and critically assess how theory and research guide public policies to reduce crime in local communities	A				D			D			
<b>CRIM 3111: Contemporary Sociological Criminology</b>											
Explain the foundations of theorizing in sociological criminology	A										
Analyze and discuss recent theoretical developments in the field	A							D			
Assess critically the strengths and limitations of relevant empirical research						D	D				
Evaluate the integrative compatibility among theories in sociological criminology and other scientific disciplines	D										
Assess critically policy implications arising from conceptual developments in sociological criminology	D		D								
<b>CRIM 3113: Critical Criminology</b>											
Critically assess the assumptions of conventional and critical approaches in criminology	A										
Interpret, differentiate, and apply critical approaches	A										
Evaluate the pivotal role of cultural and structural factors in critical analysis	A			A				D			
Critically deconstruct notions of crime, harm, and related phenomena	A			A							
Analyze key criminological issues using methods of inquiry central to critical approaches						D	D				
Describe and illustrate forms of social injustice and inequality at the local, national, and international levels					D						
Formulate individual and collective action plans that promote social justice and equality			A						D		
Explain structured opposition to the "critical project"											
Unpack social relations of power and privilege	A	D								D	
<b>CRIM 4112: Contemporary Psychological Criminology</b>											
Evaluate critically the theoretical foundations of psychological criminology	A			A	A			D			
Assess critically the strengths and limitations of empirical research in psychological criminology	A					A	D			D	
Evaluate alternative methods of conducting research in the field			A	A	A	A	D			D	
Assess the heuristic value of theoretical models in psychological criminology	A							D			



PROGRAM COURSES AND THEIR CLOS	PROGRAM LEARNING OUTCOMES										
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11
	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data. [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report [BT: EVALUATE]	Design an original research project with an appropriate methodology through the preparation of a formal proposal [BT: CREATE]	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge [BT: CREATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]	Conduct an original research project and present the findings in a formal thesis [BT: CREATE]
Assess critically policy implications arising from conceptual developments in the area <b>ONE OF CRIM 3118, CRIM 3213, CRIM 3249, CRIM 4201, CRIM 4235, or CRIM 4410</b>	A		A	A	A			D			
<b>CRIM 3118: White-Collar &amp; Corporate Crime</b>											
Identify, describe, and differentiate various forms of white-collar crime and corporate crime	D										
Critically analyze the sources of white-collar crime and corporate crime and their relation to social harm	D										
Describe structural features of the corporation, such as its legal identity and organizational ontology, and their implications for corporate and white-collar criminal propensity and culpability	D										
Appraise theoretical explanations of white-collar crime and corporate crime	D		D					D			
Critically analyze the social implications of white-collar and corporate crime	D		D	D				D			
Discuss and debate legal and societal responses to white-collar and corporate crime										D	
<b>CRIM 3213: Community Corrections</b>											
Identify and explain the general principles of community-based corrections	D							D			
Explain the differences between traditional correctional practices and community corrections	D			D				D			
Analyze the administration and organization of probationary-based measures	D							D			
Critically evaluate the effectiveness and challenges around conditional sentencing	D			D				D			
Identify and critically evaluate intermediate sanctions available in the criminal justice system	D							D			
Identify and critically evaluate conditional release options available in the criminal justice system	D							D			
Evaluate the administration and effectiveness of community correctional programs	D							D			
Evaluate the significance of community variables relating to community correctional programs	D							D			
Critically evaluate the principles, values, and effectiveness of restorative justice approaches to crime and disorder	D			D				D			
<b>CRIM 3249: Issues in Youth Justice</b>											
Analyze critically the social construction of youth problems and the role of the media	A										
Examine critically various theoretical perspectives to account for specific youth crime	A							D			
Examine and analyze the gendered nature of youth justice	D	D									
Examine and analyze the representation of minority youth in youth justice	D				D						
Analyze critically the culture of youth crime with respect to formal and informal institutions			A								
Examine and analyze the subculture of youth homelessness, drug use, deviance/crime			A								
Analyze critically current sentencing practices for youth			A			D					
Examine and analyze current rehabilitative and alternative measure programs for youth			A			D					
<b>CRIM 4201: Community Safety and Crime Prevention</b>											
Critically assess and compare crime prevention in Canada and internationally		A						D			
Evaluate crime prevention initiatives at municipal, provincial, and national levels	D	A				A		D			
Apply theories of crime and crime control to crime prevention	A	A				A		D			
Critically analyze and evaluate elements of the physical environment and social and economic conditions that are connected to crime and that form the basis of crime prevention and public safety initiatives	A	A				A		D			
<b>CRIM 4235: Minorities and the Criminal Justice System</b>											
Use critical theories to unpack analyze the social practices and biases associated with race, sex and gender, class, ability and sexuality	A			A						D	
Critically analyze the relationships between stakeholders and groups affected by the majority-minority separations			A	A							
Critically analyze the factors leading to majority-minority separations in communities											
Critically analyze, explain and evaluate various practices of managing or responding to minorities within the criminal justice system, in terms of criminalization, victimization, marginalization, policy-making and employment			A	A			D			A	
Evaluate diverse interpretations of equality with a critical framework	A	A			A			D			
Compare and contrast several approaches to developing inclusive community orientation within the criminal justice system			A	A		A			D		
Differentiate and critically analyze the juxtaposition between the principles of justice and fairness versus practices of administrative expediency		A					D			A	
<b>CRIM 4410: Policy and Program Evaluation</b>											
Analyze contemporary debates about the development and effectiveness of criminal justice policy and	A		A	A	A	A		D			
Identify, explain, and critically evaluate theories and models of program evaluation	A		A	A	A			D			
Identify goals of evaluation research within specific contexts of the criminal justice system	D		D	A	A	A		D			
Conduct assessments of criminal justice agency goals and needs in the development of evaluation studies	A	D	A	A	A	A		D		A	
Identify, explain, and critically assess various approaches to evaluation research	A		A	A		A		D			
Develop appropriate research methodologies and outcome measures for evaluation studies		D			A	A		D		A	
Analyze, interpret, and communicate the results of evaluation research to criminal justice agencies	A	A			A	A		D		A	
<b>ONE OF CRIM 3302, CRIM 3305, CRIM 3307, CRIM 3351, CRIM 4300, or CRIM 4301</b>											
<b>CRIM 3302: Procedure and Evidence</b>											
Explain the principles of criminal procedure and evidence	A										
Critically analyze legal and practical problems in criminal procedure and evidence	A		A	A							

PROGRAM COURSES AND THEIR CLOS	PROGRAM LEARNING OUTCOMES										
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11
	Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report [BT: EVALUATE]	Plan and deliver an organized oral or digital media presentation on a topic related to criminology [BT: CREATE]	Develop an original proposal to address a current or emerging social, political, or technological problem [BT: CREATE]	Critically examine the impacts of different forms of justice and injustice on communities and institutions using a case study or systematic analysis of data. [BT: EVALUATE]	Apply an intercultural lens to critique a criminological topic in an organized research project [BT: EVALUATE]	Critically evaluate the methods, findings, and ethical aspects of a study in an organized report [BT: EVALUATE]	Design an original research project with an appropriate methodology through the preparation of a formal proposal [BT: CREATE]	Develop a plan for a comprehensive literature review on a selected topic and prepare a long-form report that synthesizes findings and identifies gaps in knowledge. [BT: CREATE]	Reflect on personal contributions to a planned collaborative project through reflexive writing [BT: EVALUATE]	Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics [BT: APPLY]	Conduct an original research project and present the findings in a formal thesis [BT: CREATE]
Apply the general principles of criminal procedure and evidence			A								
Develop and present cogent legal and policy-oriented arguments on current topics in criminal procedure and evidence				A							
Locate, use, and interpret relevant case law and statutory material							I				
Critically assess policy justifications underlying the rules of procedure and evidence	A			D							
Compare and contrast the law relating to civil and criminal process and evidence	A			D							
<b>CRIM 3305: Law and Society</b>											
Apply and critically assess various theoretical models describing law and its operation in contemporary society	A			A	D						
Properly employ socio-legal and sociological terms in the analysis of law	A										
Identify historical foundations of sociological explanations of law	D										
Explain historical foundations of legal practices in Canada	D										
Critically assess the methodology underlying sociological and historical studies of law						A	D				
Analyze and discuss law's relationship to extra-legal concepts and processes	A			D							
Analyze and discuss the relationships between law and other forms of regulation and governance	D			A	D						
Analyze and evaluate the rhetoric of law reform agendas			A					D	A	A	
<b>CRIM 3307: Issues in Conflict Resolution</b>											
Critically assess theories and models of conflict resolution	A			A	A			D			
Apply skills and techniques common to different conflict resolution practices and strategies	A									A	
Apply different forms of conflict resolution such as negotiation, mediation, and advocacy	A									A	
Critically analyze conflict between individuals, between individuals and groups, and between groups	A							D			
Apply an understanding of cultural and gender differences in conflict resolution	A			A	A					A	
Apply techniques and strategies for addressing relationships of power and hierarchy in conflict resolution	A			A	A					A	
<b>CRIM 3351: Philosophy of Law</b>											
Evaluate how the major branches of philosophy of law view law's perceived source of legitimacy, its relationship to other sources of authority and power, and the role of judges in applying legal rules	A			A							
Critically evaluate differences among the social and political conditions under which different philosophies have emerged from pre-modern, modern, and post-modern thinking	A			A							
Identify, analyze and critique the ideas of selected theorists	A							D			
Apply philosophical models and perspectives of law to current legal debates				A	D					D	
<b>CRIM 4300: Administrative and Regulatory Law</b>											
Identify and explain trends and cycles in public regulation	A			A	D						
Evaluate meanings of the "public interest" as used in a variety of contexts	A										
Explain and evaluate a range of regulatory mechanisms intended to advance the public interest				A							
Critically analyze the mechanics and outcomes of common regulatory regimes	A			A							
Associate appropriate mechanisms with specific goals	A										
Evaluate critically different approaches to fact-finding, rule-making, and decision-making						A					
Identify stakeholders, people, and groups affected by administrative decision-making				A	A						
Compare different branches of law used to control regulatory regimes	A										
Analyze critically and assess different approaches to statutory interpretation	A			A							
Extract principles of administrative law from case law, authoritative texts, and legislation				A				D			
Apply principles of administrative law to hypothetical situations				A							
Assess critically and adapt applications of the principles of fairness in a variety of decision-making contexts				D							D
<b>CRIM 4301: Community Advocacy and Human Rights</b>											
Compare and contrast the three generations of human rights and equality concepts				A							
Analyze critically important intellectual advances in the evolution of human rights theory	A	A		A	A					D	
Compare and contrast legal frameworks for the establishment of human rights in Canada, including provincial and federal legislation, the constitution, case law, and international law	A	A		A							
Evaluate critically the use of law to identify and resolve issues of human rights	A	A		A	A					D	
Compare and contrast other means of articulating and advancing human rights interests	A			A	A						
<b>CRIM 5000: Honours Thesis I</b>											
Conduct an extensive literature review relevant to the topic of investigation	A			A		A		A			A
Analyze critically key issues relevant to the topic of investigation	A			A		A		A			
Evaluate the relevance of the specific topic within a larger context to the discipline of criminology	A				A	A		A			
Evaluate issues requiring further research in order to advance knowledge in the area	A					A		A			
Articulate in writing their understanding of the topic of investigation	A			A		A		A			A
<b>CRIM 5010: Honours Seminar</b>											
Write and orally defend a proposed research design or method of inquiry to investigate a specific research hypothesis or issue	A	A	A		A	A	A	D			



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## SENATE

**Agenda Number:** 5.4

**Meeting Date:** April 22, 2024

**Presenter(s):** Catherine Schwichtenberg

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**AGENDA TITLE:** PROGRAM CHANGE: ASSOCIATE OF SCIENCE FRAMEWORK

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION**

**THAT Senate approve the change to the Associate of Science Framework, effective September 1, 2024.**

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### COMMITTEE REPORT

On April 10, 2024 the Senate Standing committee on Curriculum recommended that Senate approve the change to the Associate of Science Framework, effective September 1, 2024.

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### Context and Background

In 2020, [GEOG 1102 \(4\) – Physical Geography](#) was developed to replace GEOG 1110 and GEOG 1120. GEOG 1102 is a lab-based science course. GEOG 1110 and 1120 were listed in the first-year requirements of the Associate of Science (ASc) prior to their discontinuance however GEOG 1102 was not added to replace them.

### Key Messages

1. GEOG 1102 is considered a science course, is transferrable to other institutions and is a prerequisite for 2<sup>nd</sup> year GEOG courses currently listed in the Associate of Science.

### Resource Requirements

NA

### Implications/Risks

NA

**Consultations**

1. Brett Favaro, Dean, Faculty of Science
2. Virginia Vandenberg, Curricular Systems Specialist, Office of the Provost

**Attachments**

1. Program Change Form – Associate of Science
- 

**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 12, 2024

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# 1. Program Change Proposal

## PROGRAM DETAILS

<b>Faculty:</b>	Faculty of Science
<b>Program Name:</b>	Associate of Science Degree Framework
<b>Department:</b>	N/A
<b>Effective date:</b>	September 1, 2024
<b>Dean/Associate Dean:</b>	Brett Favaro
<b>Chair/Coordinator:</b>	N/A
<b>Submission Date:</b>	April 12, 2024

## CONSULTATIONS

Consultations	Person Consulted	Consultation Date
<b>Office of the Provost:</b>	David Burns	January 11, 2024
<b>Vice Chair of Senate:</b>	Catherine Schwichtenberg	December 22, 2023
<b>Other(s)* (if applicable):</b>		

*\*For more complex consultations, please attach the Curriculum Consultation Forms. If you have any inquiries regarding the completion of the above Consultations section or the Curriculum Consultation Forms, please contact the Chair of the Senate Standing Committee on Curriculum.*

## OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed Program Change Proposal	Review Submission Date
Send to <a href="mailto:OREGCurrConsult@kpu.ca">OREGCurrConsult@kpu.ca</a> for review**	March 6, 2024

*\*\*Allow 2 weeks for the Office of the Registrar's proposal review (in advance of the SSCC submission deadline). If the proposed changes introduce new courses, submit 2 weeks in advance of your Faculty's curriculum committee meeting.*

## APPROVALS

	Proposal Approval Date
<b>Faculty Curriculum Committee:</b>	March 7, 2024
<b>Faculty Council (if required):</b>	March 19, 2024
<b>SSC on Curriculum:</b>	April 10, 2024
<b>SSC on University Budget (if required):</b>	N/A
<b>SSC on Academic Planning and Priorities (if required):</b>	N/A
<b>Senate:</b>	

<b>Overview of Proposed Change(s):</b>	Add <a href="#">GEOG 1102 (4) – Physical Geography</a> to the First Year Science Requirements pick list.
<b>Rationale:</b>	In 2020, <b>GEOG 1102 (4)</b> was developed to better meet student and department needs. It combined GEOG 1110 and 1120, both considered science courses by

	KPU. GEOG 1110 and 1120 were listed in the first-year requirements of the Associate of Science (ASc) prior to their discontinuance. When GEOG 1110 and 1120 were discontinued and removed from the ASc, GEOG 1102 was not added to replace them. GEOG 1102 is a prerequisite for 2 <sup>nd</sup> year GEOG courses currently listed on the ASc.
URL(s):	<a href="https://calendar.kpu.ca/programs-az/science-horticulture/as-degree-framework/#requirementstext">https://calendar.kpu.ca/programs-az/science-horticulture/as-degree-framework/#requirementstext</a>

<b>Impact on Students:</b>	<p><b>Check all that apply:</b></p> <p><input type="checkbox"/> The changes alter the admission, declaration or continuance requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input checked="" type="checkbox"/> The changes alter the curricular requirements <i>If yes, provide both the current calendar entry and new calendar entry in full. (see below)</i></p> <p><input type="checkbox"/> The changes change the total number of required credits <i>If yes, state the <b>current</b> number of total credits:</i> Click or tap here to enter text. <i>and <b>proposed</b> number of total credits:</i>Click or tap here to enter text.</p> <p><input type="checkbox"/> The changes introduce new, revised or discontinued courses Click or tap here to enter text.<i>and list the courses below.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential:</i></p>
<b>Transition Plan</b>	No transition plan is needed as this is only an additional course, to a list of many possible courses, that students can take to fulfill requirements of the Associate of Science.



<b>Current Requirements with Proposed Changes</b> <i>Cut and paste the relevant section(s) in full from the current Calendar website. Use <u>track changes</u> to show the proposed changes.</i>			<b>New Requirements</b> <i>Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.</i>		
<b>Admission Requirements</b> Students pursuing an Associate of Science Degree must be admitted to the Faculty of Science & Horticulture.			<b>Admission Requirements</b> Students pursuing an Associate of Science Degree must be admitted to the Faculty of Science & Horticulture.		
<b>Curricular Requirements</b> Students are required to complete 60 semester credit hours of first-year and second-year courses. A minimum overall GPA of 2.0 is required, with a minimum grade of D in each course counting towards the Associate of Science Degree.  The Associate of Science Degree follows the standards published by the British Columbia Council on Admissions & Transfer (BCCAT) <a href="http://www.bctransferguide.ca/learn-more-about/associate-degrees/">www.bctransferguide.ca/learn-more-about/associate-degrees/</a> . Accordingly, all courses used as part of the degree must be transferrable to one of the following BC universities: <ul style="list-style-type: none"> <li>• Simon Fraser University (SFU)</li> <li>• University of British Columbia (Vancouver or Okanagan Campuses) (UBC)</li> <li>• University of Northern British Columbia (UNBC)</li> <li>• University of Victoria (UVic)</li> </ul>			<b>Curricular Requirements</b> Students are required to complete 60 semester credit hours of first-year and second-year courses. A minimum overall GPA of 2.0 is required, with a minimum grade of D in each course counting towards the Associate of Science Degree.  The Associate of Science Degree follows the standards published by the British Columbia Council on Admissions & Transfer (BCCAT) <a href="http://www.bctransferguide.ca/learn-more-about/associate-degrees/">www.bctransferguide.ca/learn-more-about/associate-degrees/</a> . Accordingly, all courses used as part of the degree must be transferrable to one of the following BC universities: <ul style="list-style-type: none"> <li>• Simon Fraser University (SFU)</li> <li>• University of British Columbia (Vancouver or Okanagan Campuses) (UBC)</li> <li>• University of Northern British Columbia (UNBC)</li> <li>• University of Victoria (UVic)</li> </ul>		
<b>Specific Requirements</b>			<b>Specific Requirements</b>		
<b>English Requirements</b>			<b>English Requirements</b>		
<a href="#">ENGL 1100</a>	Introduction to University Writing	3	<a href="#">ENGL 1100</a>	Introduction to University Writing	3
Select one additional first year ENGL course			Select one additional first year ENGL course		
<b>Math Requirements <sup>1</sup></b>			<b>Math Requirements <sup>1</sup></b>		
Select six credits of university level mathematics, which shall include at least three credits in Calculus.		6	Select six credits of university level mathematics, which shall include at least three credits in Calculus.		6
<b>First Year Science Requirements</b>			<b>First Year Science Requirements</b>		
Select six science courses from the following (at least one must be a lab science course):			Select six science courses from the following (at least one must be a lab science course):		

<a href="#"><u>ASTR 1120</u></a>	Introduction to Astrophysics		<a href="#"><u>ASTR 1120</u></a>	Introduction to Astrophysics	
<a href="#"><u>BIOL 1110</u></a>	Introductory Biology I		<a href="#"><u>BIOL 1110</u></a>	Introductory Biology I	
<a href="#"><u>BIOL 1210</u></a>	Introductory Biology II		<a href="#"><u>BIOL 1210</u></a>	Introductory Biology II	
<a href="#"><u>CHEM 1105</u></a>	Introductory Chemistry <sup>2</sup>		<a href="#"><u>CHEM 1105</u></a>	Introductory Chemistry <sup>2</sup>	
<a href="#"><u>CHEM 1110</u></a>	The Structure of Matter		<a href="#"><u>CHEM 1110</u></a>	The Structure of Matter	
<a href="#"><u>CHEM 1210</u></a>	Chemical Energetics and Dynamics		<a href="#"><u>CHEM 1210</u></a>	Chemical Energetics and Dynamics	
<a href="#"><u>CPSC 1100</u></a>	Introduction to Computer Literacy		<a href="#"><u>CPSC 1100</u></a>	Introduction to Computer Literacy	
<a href="#"><u>CPSC 1103</u></a>	Principles of Program Structure and Design I		<a href="#"><u>CPSC 1103</u></a>	Principles of Program Structure and Design I	
<a href="#"><u>CPSC 1204</u></a>	Principles of Program Structure and Design II		<a href="#"><u>CPSC 1204</u></a>	Principles of Program Structure and Design II	
GEOG 1102	Physical Geography		GEOG 1102	Physical Geography	
<a href="#"><u>MATH 1112</u></a>	Pre-Calculus <sup>2</sup>		<a href="#"><u>MATH 1112</u></a>	Pre-Calculus <sup>2</sup>	
<a href="#"><u>MATH 1115</u></a>	Statistics I		<a href="#"><u>MATH 1115</u></a>	Statistics I	
<a href="#"><u>MATH 1152</u></a>	Matrix Algebra for Engineers (if not already counted)		<a href="#"><u>MATH 1152</u></a>	Matrix Algebra for Engineers (if not already counted)	
<a href="#"><u>PHYS 1100</u></a>	Introductory Physics <sup>2</sup>		<a href="#"><u>PHYS 1100</u></a>	Introductory Physics <sup>2</sup>	
<a href="#"><u>PHYS 1101</u></a>	Physics for Life Sciences I		<a href="#"><u>PHYS 1101</u></a>	Physics for Life Sciences I	
Or <a href="#"><u>PHYS 1120</u></a>	Physics for Life Sciences II		Or <a href="#"><u>PHYS 1120</u></a>	Physics for Life Sciences II	
<a href="#"><u>PHYS 1170</u></a>	Mechanics I		<a href="#"><u>PHYS 1170</u></a>	Mechanics I	
Or <a href="#"><u>PHYS 1220</u></a>	Physics for Physical and Applied Sciences II		Or <a href="#"><u>PHYS 1220</u></a>	Physics for Physical and Applied Sciences II	
<b>Second Year Science Requirements</b>			<b>Second Year Science Requirements</b>		
Select six science courses taken in a minimum of two different subject areas from among the following:			Select six science courses taken in a minimum of two different subject areas from among the following:		
<a href="#"><u>BIOL 2320</u></a>	Genetics		<a href="#"><u>BIOL 2320</u></a>	Genetics	
<a href="#"><u>BIOL 2321</u></a>	Cell Biology		<a href="#"><u>BIOL 2321</u></a>	Cell Biology	
<a href="#"><u>BIOL 2322</u></a>	Ecology		<a href="#"><u>BIOL 2322</u></a>	Ecology	
<a href="#"><u>BIOL 2330</u></a>	Microbiology		<a href="#"><u>BIOL 2330</u></a>	Microbiology	
<a href="#"><u>BIOL 2421</u></a>	Cellular Biochemistry		<a href="#"><u>BIOL 2421</u></a>	Cellular Biochemistry	
<a href="#"><u>CHEM 2311</u></a>	Physical Chemistry for Life Sciences		<a href="#"><u>CHEM 2311</u></a>	Physical Chemistry for Life Sciences	
or <a href="#"><u>CHEM 3310</u></a>	Physical Chemistry		or <a href="#"><u>CHEM 3310</u></a>	Physical Chemistry	
<a href="#"><u>CHEM 2315</u></a>	Analytical Chemistry		<a href="#"><u>CHEM 2315</u></a>	Analytical Chemistry	
<a href="#"><u>CHEM 2320</u></a>	Organic Chemistry I		<a href="#"><u>CHEM 2320</u></a>	Organic Chemistry I	
<a href="#"><u>CHEM 2420</u></a>	Organic Chemistry II		<a href="#"><u>CHEM 2420</u></a>	Organic Chemistry II	
<a href="#"><u>CPSC 2302</u></a>	Data Structures and Algorithms		<a href="#"><u>CPSC 2302</u></a>	Data Structures and Algorithms	

<a href="#">ENVI 2305</a>	Environmental Toxicology	<a href="#">ENVI 2305</a>	Environmental Toxicology
<a href="#">GEOG 2310</a>	Climatology	<a href="#">GEOG 2310</a>	Climatology
<a href="#">GEOG 2320</a>	Geomorphology	<a href="#">GEOG 2320</a>	Geomorphology
<a href="#">GEOG 2390</a>	Quantitative Methods in Geography	<a href="#">GEOG 2390</a>	Quantitative Methods in Geography
<a href="#">GEOG 2400</a>	Introduction to GIS	<a href="#">GEOG 2400</a>	Introduction to GIS
<a href="#">MATH 2232</a>	Linear Algebra	<a href="#">MATH 2232</a>	Linear Algebra
<a href="#">MATH 2315</a>	Probability and Statistics	<a href="#">MATH 2315</a>	Probability and Statistics
<a href="#">MATH 2321</a>	Multivariate Calculus (Calculus III)	<a href="#">MATH 2321</a>	Multivariate Calculus (Calculus III)
or <a href="#">MATH 2821</a>	Multivariate and Vector Calculus	or <a href="#">MATH 2821</a>	Multivariate and Vector Calculus
<a href="#">MATH 2331</a>	Introduction to Analysis	<a href="#">MATH 2331</a>	Introduction to Analysis
<a href="#">MATH 2335</a>	Statistics for Life Sciences	<a href="#">MATH 2335</a>	Statistics for Life Sciences
or <a href="#">MATH 2341</a>	Introduction to Statistics for Business	or <a href="#">MATH 2341</a>	Introduction to Statistics for Business
<a href="#">MATH 2410</a>	Discrete Mathematics	<a href="#">MATH 2410</a>	Discrete Mathematics
<a href="#">MATH 3322</a>	Vector Calculus (Calculus IV)	<a href="#">MATH 3322</a>	Vector Calculus (Calculus IV)
<a href="#">MATH 3421</a>	Ordinary Differential Equations	<a href="#">MATH 3421</a>	Ordinary Differential Equations
<a href="#">PHYS 2010</a>	Modern Physics	<a href="#">PHYS 2010</a>	Modern Physics
<a href="#">PHYS 2030</a>	Classical Mechanics	<a href="#">PHYS 2030</a>	Classical Mechanics
<a href="#">PHYS 2040</a>	Thermal Physics	<a href="#">PHYS 2040</a>	Thermal Physics
<a href="#">PHYS 2330</a>	Intermediate Mechanics	<a href="#">PHYS 2330</a>	Intermediate Mechanics
<a href="#">PHYS 2420</a>	Intermediate Electricity and Magnetism	<a href="#">PHYS 2420</a>	Intermediate Electricity and Magnetism
<b>Additional Courses Requirements</b>		<b>Additional Courses Requirements</b>	
Select two courses in Arts <sup>3</sup> , not counting English (ENGL)		Select two courses in Arts <sup>3</sup> , not counting English (ENGL)	
Select two additional two courses that are designated as university transferable.		Select two additional two courses that are designated as university transferable.	
<sup>1</sup> Most Science degrees require both Calculus I and Calculus II. Institutions have the discretion to set higher standards, including not recognizing <a href="#">MATH 1112</a> . <sup>2</sup> Institutions have the discretion to not recognize <a href="#">CHEM 1105</a> , <a href="#">MATH 1112</a> or <a href="#">PHYS 1100</a> . <sup>3</sup> Any Arts subject area not noted in the science categories above, and includes all geography courses not specified in the science categories above.		<sup>1</sup> Most Science degrees require both Calculus I and Calculus II. Institutions have the discretion to set higher standards, including not recognizing <a href="#">MATH 1112</a> . <sup>2</sup> Institutions have the discretion to not recognize <a href="#">CHEM 1105</a> , <a href="#">MATH 1112</a> or <a href="#">PHYS 1100</a> . <sup>3</sup> Any Arts subject area not noted in the science categories above, and includes all geography courses not specified in the science categories above.	

<p>Students lacking the appropriate prerequisites will likely require more than two years to complete the Associate of Science. Since the Associate of Science represents completion of one half of a Bachelor of Science degree, as long as appropriate courses are completed at KPU, students should ideally be able to complete their Bachelor of Science in a further two years at the receiving University.</p>	<p>Students lacking the appropriate prerequisites will likely require more than two years to complete the Associate of Science. Since the Associate of Science represents completion of one half of a Bachelor of Science degree, as long as appropriate courses are completed at KPU, students should ideally be able to complete their Bachelor of Science in a further two years at the receiving University.</p>
<p><b>Credential Awarded</b> Upon successful completion of this program, students are eligible to receive an Associate of Science degree in their chosen subject area.</p>	<p><b>Credential Awarded</b> Upon successful completion of this program, students are eligible to receive an Associate of Science degree in their chosen subject area.</p>

## 2. Curriculum Consultations

Please consult with the Office of the Provost as additional consultations may be required depending on the scope of the proposed program changes.

For consultees, please consider the following questions when providing your feedback to the Proponent:

- Does your department/unit support the proposed curriculum? Provide rationale for support/non-support.
- How does the proposed curriculum impact your department/unit?
- How does the proposed curriculum impact your program?
- Is there potential for curricular overlap with current offerings?

Name	Department, Program and/or Faculty	Comments	Date Consulted
Brett Favaro	Faculty of Science Dean's Office	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Virginia Vandenberg Click or tap here to enter text.	Curriculum Support team, Office of the Provost	Comments: Advice on drafting program change form.	12/18/2023
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.

### 3. Financial Assessment Questions

#### Financial Assessment Questions

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required.

Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.

<b>Change in number of credits</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in space requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in equipment requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:
<b>Change in support requirements</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide details:

Please attach any financial document if required.

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## SENATE

**Agenda Number:** 6.1

**Meeting Date:** April 22, 2024

**Presenter(s):** Catherine Schwichtenberg

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**AGENDA TITLE:** Senate and Committees Calendar 2024/25

**ACTION REQUESTED:** Information

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### Context and Background

The Senate office is responsible for setting the dates and times of Senate and its committees annually. Every effort is made to follow a recurring 4-week framework. However, in weeks where university activities could interrupt the meeting of Senate and committees, such as convocation or the holiday closure, meetings have been adjusted to accommodate.

### Key Messages

1. December meetings have been scheduled for the following committees only: Senate Executive, Governance and Nominating, Policy, Curriculum and Senate.
2. The Senate Orientation, Meet & Greet will occur on the same day as the September Senate meeting, which will be held in-person. All Senators, committee members and representatives will be invited to attend.
3. In-person meetings of Senate will be scheduled for the September and April. All other meetings of Senate will be held virtually.
4. Standing and subcommittees will meet in-person in September or October. The Senate Office will coordinate with respective chairs and committee members on the most appropriate month.
5. Notable changes:
  - SSC Policy meetings have been moved to Tuesdays from 2:00pm – 3:00pm.
  - SGNC has been moved to week 3 of the 4-week cycle and has an earlier submission deadline. This will ensure time to generate nominations for search committees.

### Consultations

1. Lily Chong, University Secretary
  2. Sonia Banwait, Executive Assistant, Board of Governors
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3. Nadia Henwood, AVP, Enrollment Services & Registrar and Secretary of Senate

**Attachments**

1. 2024-25 Senate and Committee Meeting Calendar

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**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 16, 2024



## Senate and Commtee Submission Deadlines

Nonstandard date

Meeting Date	Name of Committee	Submission Deadline	Package Distribution Deadline
Thursday, October 17, 2024	Appeals	Tuesday, October 8, 2024	Thursday, October 10, 2024
Thursday, November 14, 2024	Appeals	Tuesday, November 5, 2024	Thursday, November 7, 2024
Thursday, December 12, 2024	Appeals	Tuesday, December 3, 2024	Thursday, December 5, 2024
Thursday, January 23, 2025	Appeals	Tuesday, January 14, 2025	Thursday, January 16, 2025
Thursday, February 20, 2025	Appeals	Tuesday, February 11, 2025	Thursday, February 13, 2025
Thursday, March 27, 2025	Appeals	Tuesday, March 18, 2025	Thursday, March 20, 2025
Thursday, April 24, 2025	Appeals	Tuesday, April 15, 2025	Thursday, April 17, 2025
Thursday, May 22, 2025	Appeals	Tuesday, May 13, 2025	Thursday, May 15, 2025
Thursday, June 19, 2025	Appeals	Tuesday, June 10, 2025	Thursday, June 12, 2025
Wednesday, September 11, 2024	Curriculum	Wednesday, August 28, 2024	Wednesday, September 4, 2024
Wednesday, October 9, 2024	Curriculum	Wednesday, September 25, 2024	Wednesday, October 2, 2024
Wednesday, November 6, 2024	Curriculum	Wednesday, October 23, 2024	Wednesday, October 30, 2024
Wednesday, December 4, 2024	Curriculum	Wednesday, November 20, 2024	Wednesday, November 27, 2024
Wednesday, January 15, 2025	Curriculum	Wednesday, January 1, 2025	Wednesday, January 8, 2025
Wednesday, February 12, 2025	Curriculum	Wednesday, January 29, 2025	Wednesday, February 5, 2025
Wednesday, March 19, 2025	Curriculum	Wednesday, March 5, 2025	Wednesday, March 12, 2025
Wednesday, April 16, 2025	Curriculum	Wednesday, April 2, 2025	Wednesday, April 9, 2025
Wednesday, May 14, 2025	Curriculum	Wednesday, April 30, 2025	Wednesday, May 7, 2025
Wednesday, June 4, 2025	Curriculum	Wednesday, May 21, 2025	Wednesday, May 28, 2025
Tuesday, September 17, 2024	Executive	Wednesday, September 11, 2024	Friday, September 13, 2024
Tuesday, October 15, 2024	Executive	Wednesday, October 9, 2024	Friday, October 11, 2024
Tuesday, November 12, 2024	Executive	Wednesday, November 6, 2024	Friday, November 8, 2024
Tuesday, December 10, 2024	Executive	Wednesday, December 4, 2024	Friday, December 6, 2024
Tuesday, January 21, 2025	Executive	Wednesday, January 15, 2025	Friday, January 17, 2025
Tuesday, February 18, 2025	Executive	Wednesday, February 12, 2025	Friday, February 14, 2025
Tuesday, March 25, 2025	Executive	Wednesday, March 19, 2025	Friday, March 21, 2025
Tuesday, April 22, 2025	Executive	Wednesday, April 16, 2025	Friday, April 18, 2025
Tuesday, May 20, 2025	Executive	Wednesday, May 14, 2025	Friday, May 16, 2025
Tuesday, June 17, 2025	Executive	Wednesday, June 11, 2025	Friday, June 13, 2025
Wednesday, September 18, 2024	Library	Wednesday, September 4, 2024	Wednesday, September 11, 2024
Wednesday, November 13, 2024	Library	Wednesday, October 30, 2024	Wednesday, November 6, 2024
Wednesday, February 19, 2025	Library	Wednesday, February 5, 2025	Wednesday, February 12, 2025
Wednesday, May 21, 2025	Library	Wednesday, May 7, 2025	Wednesday, May 14, 2025
Tuesday, September 10, 2024	Policy	Friday, August 30, 2024	Thursday, September 5, 2024
Tuesday, October 8, 2024	Policy	Friday, September 27, 2024	Thursday, October 3, 2024
Tuesday, November 5, 2024	Policy	Friday, October 25, 2024	Thursday, October 31, 2024
Tuesday, December 3, 2024	Policy	Friday, November 22, 2024	Thursday, November 28, 2024
Tuesday, January 14, 2025	Policy	Friday, January 3, 2025	Thursday, January 9, 2025
Tuesday, February 11, 2025	Policy	Friday, January 31, 2025	Thursday, February 6, 2025
Tuesday, March 18, 2025	Policy	Friday, March 7, 2025	Thursday, March 13, 2025
Tuesday, April 15, 2025	Policy	Friday, April 4, 2025	Thursday, April 10, 2025
Tuesday, May 13, 2025	Policy	Friday, May 2, 2025	Thursday, May 8, 2025
Tuesday, June 3, 2025	Policy	Friday, May 23, 2025	Thursday, May 29, 2025
Wednesday, September 4, 2024	Program Review	Wednesday, August 7, 2024	Wednesday, August 28, 2024
Wednesday, October 2, 2024	Program Review	Wednesday, September 4, 2024	Wednesday, September 25, 2024
Wednesday, October 30, 2024	Program Review	Wednesday, October 2, 2024	Wednesday, October 23, 2024
Wednesday, November 27, 2024	Program Review	Wednesday, October 30, 2024	Wednesday, November 20, 2024
Wednesday, January 8, 2025	Program Review	Wednesday, December 11, 2024	Wednesday, January 1, 2025
Wednesday, February 5, 2025	Program Review	Wednesday, January 8, 2025	Wednesday, January 29, 2025
Wednesday, March 12, 2025	Program Review	Wednesday, February 12, 2025	Wednesday, March 5, 2025
Wednesday, April 9, 2025	Program Review	Wednesday, March 12, 2025	Wednesday, April 2, 2025
Wednesday, May 7, 2025	Program Review	Wednesday, April 9, 2025	Wednesday, April 30, 2025
Thursday, June 5, 2025	Program Review	Thursday, May 8, 2025	Thursday, May 29, 2025

Tuesday, September 24, 2024	Research	Friday, September 13, 2024	Thursday, September 19, 2024
Tuesday, October 22, 2024	Research	Friday, October 11, 2024	Thursday, October 17, 2024
Tuesday, November 19, 2024	Research	Friday, November 8, 2024	Thursday, November 14, 2024
Tuesday, January 7, 2025	Research	Friday, December 20, 2024	Thursday, January 2, 2025
Tuesday, January 28, 2025	Research	Friday, January 17, 2025	Thursday, January 23, 2025
Tuesday, March 4, 2025	Research	Friday, February 21, 2025	Thursday, February 27, 2025
Tuesday, April 1, 2025	Research	Friday, March 21, 2025	Thursday, March 27, 2025
Tuesday, April 29, 2025	Research	Thursday, April 17, 2025	Thursday, April 24, 2025
Tuesday, May 27, 2025	Research	Friday, May 16, 2025	Thursday, May 22, 2025
Monday, September 23, 2024	SENATE	Thursday, September 12, 2024	Wednesday, September 18, 2024
Monday, October 21, 2024	SENATE	Thursday, October 10, 2024	Wednesday, October 16, 2024
Monday, November 18, 2024	SENATE	Thursday, November 7, 2024	Wednesday, November 13, 2024
Monday, December 16, 2024	SENATE	Thursday, December 5, 2024	Wednesday, December 11, 2024
Monday, January 27, 2025	SENATE	Thursday, January 16, 2025	Wednesday, January 22, 2025
Monday, March 3, 2025	SENATE	Thursday, February 20, 2025	Wednesday, February 26, 2025
Monday, March 31, 2025	SENATE	Thursday, March 20, 2025	Wednesday, March 26, 2025
Monday, April 28, 2025	SENATE	Thursday, April 17, 2025	Wednesday, April 23, 2025
Monday, May 26, 2025	SENATE	Thursday, May 15, 2025	Wednesday, May 21, 2025
Monday, June 23, 2025	SENATE	Thursday, June 12, 2025	Wednesday, June 18, 2025
Tuesday, September 17, 2024	SGNC	Friday, August 30, 2024	Thursday, September 12, 2024
Tuesday, October 15, 2024	SGNC	Friday, September 27, 2024	Thursday, October 10, 2024
Tuesday, November 12, 2024	SGNC	Friday, October 25, 2024	Thursday, November 7, 2024
Tuesday, December 10, 2024	SGNC	Friday, November 22, 2024	Thursday, December 5, 2024
Tuesday, January 21, 2025	SGNC	Friday, January 3, 2025	Thursday, January 16, 2025
Tuesday, February 18, 2025	SGNC	Friday, January 31, 2025	Thursday, February 13, 2025
Tuesday, March 25, 2025	SGNC	Friday, March 7, 2025	Thursday, March 20, 2025
Tuesday, April 22, 2025	SGNC	Friday, April 4, 2025	Thursday, April 17, 2025
Tuesday, May 20, 2025	SGNC	Friday, May 2, 2025	Thursday, May 15, 2025
Tuesday, June 17, 2025	SGNC	Friday, May 30, 2025	Thursday, June 12, 2025
Friday, September 13, 2024	SMC	Monday, August 26, 2024	Monday, September 2, 2024
Friday, September 27, 2024	SMC	Monday, September 9, 2024	Monday, September 16, 2024
Friday, October 11, 2024	SMC	Monday, September 23, 2024	Monday, September 30, 2024
Friday, October 25, 2024	SMC	Monday, October 7, 2024	Monday, October 14, 2024
Friday, November 15, 2024	SMC	Monday, October 28, 2024	Monday, November 4, 2024
Friday, November 29, 2024	SMC	Tuesday, November 12, 2024	Monday, November 18, 2024
Friday, January 10, 2025	SMC	Thursday, January 2, 2025	Friday, January 3, 2025
Friday, January 24, 2025	SMC	Monday, January 6, 2025	Monday, January 13, 2025
Friday, February 7, 2025	SMC	Monday, January 20, 2025	Monday, January 27, 2025
Friday, February 21, 2025	SMC	Monday, February 3, 2025	Monday, February 10, 2025
Friday, March 14, 2025	SMC	Monday, February 24, 2025	Monday, March 3, 2025
Friday, March 28, 2025	SMC	Monday, March 10, 2025	Monday, March 17, 2025
Friday, April 11, 2025	SMC	Monday, March 24, 2025	Monday, March 31, 2025
Friday, May 16, 2025	SMC	Monday, April 28, 2025	Monday, May 5, 2025
Friday, June 6, 2025	SMC	Tuesday, May 20, 2025	Monday, May 26, 2025

Friday, September 6, 2024	SSCAPP/SSCUB	Friday, August 23, 2024	Friday, August 30, 2024
Friday, October 4, 2024	SSCAPP/SSCUB	Friday, September 20, 2024	Friday, September 27, 2024
Friday, November 1, 2024	SSCAPP/SSCUB	Friday, October 18, 2024	Friday, October 25, 2024
Friday, November 22, 2024	SSCAPP/SSCUB	Friday, November 8, 2024	Friday, November 15, 2024
Friday, January 3, 2025	SSCAPP/SSCUB	Wednesday, December 18, 2024	Friday, December 20, 2024
Friday, January 31, 2025	SSCAPP/SSCUB	Friday, January 17, 2025	Friday, January 24, 2025
Friday, March 7, 2025	SSCAPP/SSCUB	Friday, February 21, 2025	Friday, February 28, 2025
Friday, April 4, 2025	SSCAPP/SSCUB	Friday, March 21, 2025	Friday, March 28, 2025
Friday, May 9, 2025	SSCAPP/SSCUB	Friday, April 25, 2025	Friday, May 2, 2025
Friday, May 30, 2025	SSCAPP/SSCUB	Friday, May 16, 2025	Friday, May 23, 2025
Tuesday, October 1, 2024	SWIC	Tuesday, September 17, 2024	Friday, September 20, 2024
Tuesday, October 29, 2024	SWIC	Tuesday, October 15, 2024	Friday, October 18, 2024
Tuesday, November 26, 2024	SWIC	Tuesday, November 12, 2024	Friday, November 15, 2024
Tuesday, February 4, 2025	SWIC	Tuesday, January 21, 2025	Friday, January 24, 2025
Tuesday, March 11, 2025	SWIC	Tuesday, February 25, 2025	Friday, February 28, 2025
Tuesday, April 8, 2025	SWIC	Tuesday, March 25, 2025	Friday, March 28, 2025
Tuesday, May 6, 2025	SWIC	Tuesday, April 22, 2025	Friday, April 25, 2025
Thursday, October 3, 2024	Teaching & Learning	Tuesday, September 24, 2024	Monday, September 30, 2024
Thursday, October 31, 2024	Teaching & Learning	Tuesday, October 22, 2024	Monday, October 28, 2024
Thursday, November 28, 2024	Teaching & Learning	Tuesday, November 19, 2024	Monday, November 25, 2024
Thursday, January 9, 2025	Teaching & Learning	Thursday, January 2, 2025	Monday, January 6, 2025
Thursday, February 6, 2025	Teaching & Learning	Tuesday, January 28, 2025	Monday, February 3, 2025
Thursday, March 13, 2025	Teaching & Learning	Tuesday, March 4, 2025	Monday, March 10, 2025
Thursday, April 10, 2025	Teaching & Learning	Tuesday, April 1, 2025	Monday, April 7, 2025
Thursday, May 29, 2025	Teaching & Learning	Tuesday, May 20, 2025	Monday, May 26, 2025

## 4-WEEK FRAMEWORK 2024-2025

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>					
am	STAT HOL				SSCAPP/ SSCUB (10am-12pm)
pm	STAT HOL	SWIC (2pm-3pm)	Program Review (2pm-4pm)	Teaching & Learning (2pm-4pm)	
<b>Week 2</b>					
am	Tributes (10am-12pm)				SMC (10am-11:30am)
pm	STAT HOL	Policy (2pm-4pm)	Curriculum (4:15pm-6pm)		
<b>Week 3</b>					
am	STAT HOL	SGNC (10am-11am)	Library (10am-11am)	Appeals (10am-11am)	
pm	STAT HOL	Executive (1pm-2pm)			
<b>Week 4</b>					
am					SMC (10am-11:30am)
pm	SENATE (4pm-7pm)	Research (2pm-4pm)			

**SENATE**

**Agenda Item: 7**

**Meeting Date:** *April 22, 2024*

**Presenter:** *Sharmen Lee*

**Chair's Report to Senate**  
**Senate Governance and Nominating Committee**  
**April 22, 2024**

At the April 9, 2024 regular meeting of the Senate Governance and Nominating Committee (SGNC), the Committee reviewed, and is recommending to Senate, nominations to various Senate Standing Committees.

The SGNC is also recommending to Senate the appointment of members to the Renewal of Appointment Committee for the Associate Dean, Faculty of Health and the Renewal of Appointment Committee for the Dean, Faculty of Academic and Career Preparation.

The Senate Vice-Chair presented for feedback the proposed Senate and Senate Committees calendar for the 2024/25 academic calendar.

During the meeting, the reporting provided by Committee Chairs to Senate was raised as topic for discussion. While it was acknowledged that most of the work of Senate takes place in Senate Committees, the question was raised of whether the Senate receives sufficient information and reporting from these Committees, through the Committee Chairs, to make fully-informed decisions. The Senate Vice-Chair will bring this forward for further discussion to a meeting of the Senate Committee Chairs, and will provide a follow-up report to a future SGNC meeting.

*Sharmen Lee, Chair, Senate Governance and Nominating Committee*

## SENATE

**Agenda Number:** 7.1

**Meeting Date:** April 22, 2024

**Presenter(s):** *Sharmen Lee*

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**AGENDA TITLE:** 2024 04 NOMINATIONS

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION**

**THAT Senate appoint the nominees on *2024 04 Nominations*.**

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### COMMITTEE REPORT

On April 9, 2024, the Senate Governance and Nominating Committee (SGNC) recommended that Senate appoint the nominees on 2024 04 Nominations.

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### Context and Background

The Senate Governance and Nominating Committee, aided by the Vice-Chair of Senate, has the mandate to nominate members to serve on Senate committees.

### Consultations

1. Elected Senators – Vice-Chair consults with new senators to choose a minimum of two committees on which to serve per Senate Bylaw 1.10
2. Faculty Councils – for faculty member nominations
3. Provost and Vice President, Academic – for nominations of Deans and designates
4. Students – for statements of interest
5. Support staff – for statements of interest
6. Others who nominate designates or representatives

### Attachments

1. 2024 04 Nominations
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**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 9, 2024





## SENATE

**Agenda Number:** 7.2

**Meeting Date:** April 22, 2024

**Presenter(s):** Sharmen Lee

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**AGENDA TITLE:** Renewal of Appointment Committee: Associate Dean, Faculty of Health

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT Senate appoint the following members to the Renewal of Appointment Committee, Associate Dean, Faculty of Health:**

**Student (one)**

- Tarnvir Takhar

**Regular faculty members (up to 6 members)**

- Connie Klimek
  - Donna Maylon
  - Herraj Sandhu
  - Jatinder Nijjar
  - Jennifer Gao
  - Kim Bagshaw
- 

### COMMITTEE REPORT

On April 9, 2024, the Senate Governance and Nominating Committee (SGNC) recommended that Senate appoint the following members to the Renewal of Appointment Committee, Associate Dean, Faculty of Health:

**Student (one)**

- Tarnvir Takhar

**Regular faculty members (up to 6 members)**

- Connie Klimek
  - Donna Maylon
  - Herraj Sandhu
  - Jatinder Nijjar
- 
-

- Jennifer Gao
  - Kim Bagshaw
- 

## **Context and Background**

In accordance with Policy HR20, *Search Advisory, Appointment and Re-appointment of Senior Academic Administrator Positions*, and its associated procedures, the Dean has requested Senate to appoint up to six faculty members and a student, to the Renewal of Appointment Committee, Associate Dean, Faculty of Health.

The composition of the committee requires;

- i) *Regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Associate Dean up to a maximum of eight faculty*
- ii) *one student majoring in a program offered by the Faculty, appointed by the Senate*

The Kwantlen Faculty Association appointments are:

- Cindy Milner
- Janine Hadfield

## **Attachments**

1. Memo for Callout of RAC Members for Associate Dean, Faculty of Health
  2. [HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Policy](#)
  3. [HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Procedures](#)
- 

## **Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

## **Date submitted**

April 9, 2024



TO: Senate  
Diane Purvey, Provost & VP Academic  
Mark Diotte, President, Kwantlen Faculty Association,  
Raphael Lagoutin, Vice-President, Negotiations  
Trina Whitsitt, Chair, BCGEU Support Staff  
Abdullah Randhawa, President & VP University Affairs, Kwantlen Student Association

CC: Dervla Hagan, Executive Assistant, Office of Provost  
Michelle Molnar, Administrative Assistant, Senate  
Kyla Rand, Coordinator of Administrative Services, Kwantlen Faculty Association  
Clerissa Jewell, HRBP

FROM: CHAIR - Sharmen Lee - Dean, Faculty of Health

DATE: February 16, 2024

SUBJECT: Renewal of Appointment – Associate Dean, Faculty of Health

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KPU will commence a review of the position of Associate Dean, Faculty of Health in order to make a recommendation to the President accordant with Policy HR20.

As per Policy HR20 and related procedures for Composition of Search Advisory Committees, I am requesting that members of the Reappointment Search Advisory Committee be appointed as soon as possible, as follows:

- i) regular faculty members, two of whom are appointed by the KFA and others appointed by the Senate to ensure representation by the Faculty of the Associate Dean up to a maximum of eight faculty
- ii) one student registered in a program offered by the Faculty, appointed by the Senate
- iii) one student registered in a program offered by the Faculty, appointed by the Kwantlen Student Association
- iv) one regular BCGEU staff member from the Faculty, appointed by the BCGEU
- v) one excluded employee from the Faculty, appointed by the Chair
- vi) one Dean or Associate Dean from another Faculty appointed by the Provost

Meeting dates are tentatively scheduled as follows:

- Reappointment Orientation Meeting: **May 6, 2024 at 1:00pm-2:00pm;**
- Presentation and Interview: **May 13, 2024 at 1:00pm-3:00pm;** and
- Deliberation & Recommendation Meeting: **May 13, 2024 at 3:00pm-4:00pm.**

Please notify me, as Chair of the Reappointment Advisory Committee, as well as Clerissa Jewell, HRBP once the above appointments have been made by you or your representative group.

We would appreciate a response by **April 24, 2024.**

Sincerely,

Sharmen Lee

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## SENATE

**Agenda Number: 7.3**

**Meeting Date: April 22, 2024**

**Presenter(s): Sharmen Lee**

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**AGENDA TITLE:** Renewal of Appointment Committee: Dean, Faculty of Academic and Career Preparation

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**THAT Senate appoint the following members to the Renewal of Appointment Committee, Dean, Faculty of Academic and Career Preparation:**

**Student (one)**

- 

**Regular faculty members (up to 6 members)**

- **Jovita Vytasek**
- **Sean Conway**
- **Melissa Swanink**
- **Anjela Godber**
- **Simon Driver**

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### COMMITTEE REPORT

On April 9, 2024, the Senate Governance and Nominating Committee (SGNC) recommended that Senate appoint the following members to the Renewal of Appointment Committee, Dean, Faculty of Academic and Career Preparation:

**Student (one)**

- 

**Regular faculty members (up to 6 members)**

- Jovita Vytasek
- Sean Conway
- Melissa Swanink
- Anjela Godber
- Simon Driver

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## Context and Background

In accordance with Policy HR20, *Search Advisory, Appointment and Re-appointment of Senior Academic Administrator Positions*, and its associated procedures, the Provost has requested Senate to appoint up to six faculty members and a student, to the Renewal of Appointment Committee, Dean, Faculty of Academic and Career Preparation.

The composition of the committee requires;

- i) *Regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Dean up to a maximum of eight faculty*
- ii) *one student majoring in a program offered by the Faculty, appointed by the Senate*

The Kwantlen Faculty Association appointments are:

- 

## Attachments

1. Memo for Callout of RAC Members for Dean, Faculty of Academic and Career Preparation
2. [HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Policy](#)
3. [HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Procedures](#)

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## Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

## Date submitted

April 9, 2024



TO: Senate  
Diane Purvey, Provost & VP Academic  
Mark Diotte, President, Kwantlen Faculty Association,  
Trina Whitsitt, Chair, BCGEU Support Staff  
Abdullah Randhawa, President & VP University Affairs, Kwantlen Student Association

CC: Michelle Molnar, Administrative Coordinator, Senate  
Dervla Hagan, Executive Assistant, Office of Provost  
Kyla Meermann, Coordinator of Administrative Services, Kwantlen Faculty Association  
Mahney Basi, HRBP

FROM: CHAIR – Diane Purvey, Provost and Vice President Academic

DATE: March 11, 2024

SUBJECT: Renewal of Appointment – Dean, Faculty of Academic and Career Preparation

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KPU will commence a review of the position of Dean, Faculty of Academic and Career Preparation in order to make a recommendation to the President accordant with Policy HR20.

As per Policy HR20 and related procedures for Composition of Search Advisory Committees, I am requesting that members of the Reappointment Search Advisory Committee be appointed as soon as possible, as follows:

- i) regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Dean, up to a maximum of eight faculty
- ii) one student, preferably a Senator, appointed by the Senate
- iii) one student, majoring in a program offered by the Faculty, appointed by the Kwantlen Student Association
- iv) one regular BCGEU staff member, appointed by the BCGEU, preferably selected from the Faculty
- v) one excluded support staff employee, preferably from the Faculty, appointed by the Chair
- vi) one senior administrative officer of the institution appointed by the Chair,
- vii) one Dean appointed by the Provost

Meeting dates are tentatively scheduled to be:

Wednesday, October 2, 2024 from 1:00 pm – 2:00 pm – Microsoft Teams

Wednesday, October 23, 2024 from 1:00 pm – 3:30 pm – Surrey Campus

Please notify me, as Chair of the Reappointment Advisory Committee, as well as Mahney Basi, HRBP once the above appointments have been made by you or your representative group.

We would appreciate a response by April 24, 2024.

Sincerely,

Diane Purvey



**Dean, Faculty of Academic and Career Preparation – Aimee Begalka**  
**Reappointment Committee Meeting Schedule**

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<b>Timeline/Schedule</b>		
<b>Reappointment Orientation Meeting</b>	Wednesday, October 2, 2024 1:00 pm – 2:00 pm	Microsoft Teams
<b>Presentation &amp; Interview</b>	Wednesday, October 23, 2024 1:00 PM – 2:30 PM	Surrey Campus
<b>Deliberation &amp; Recommendation Meeting</b>	Wednesday, October 23, 2024 2:30 PM – 3:30 PM	Surrey Campus

**SENATE**

**Agenda Item: 11**

**Meeting Date:** *April 22, 2024*

**Presenter:** *Aimee Begalka*

**Chair's Report to Senate  
Senate Standing Committee on Policy  
April 3, 2024**

The committee entertained two motions pertaining to Graduate Studies at KPU. The first was Policy AC5 *Graduate Degree Studies*. The second involved changes to several policies that the committee approved to be done together as an omnibus policy revision to reflect the offering of master's level programming. Great and effective work has been done on these policies, and they are ready to be brought forward for consideration by Senate.

Revisions to Policy AC3 *Program Review* have completed the Phase One posting period on the policy blog and the consultation process will continue throughout April.

Revisions to Policy ER2 *Naming of University Assets* are still underway. This policy will go to the Executive and the Board for final approval.

Respectfully submitted,

Aimee Begalka, Chair



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## SENATE STANDING COMMITTEE ON POLICY

**Agenda Number:** 11.1

**Meeting Date:** April 22, 2024

**Presenter(s):** Aimee Begalka

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**AGENDA TITLE:** *DRAFT POLICY AC5 GRADUATE DEGREE STUDIES*

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**That Senate approves Policy AC5 Graduate Degree Studies, effective September 1, 2024.**

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### COMMITTEE REPORT

On April 3, 2024, the Senate Standing Committee on Policy recommended that Senate approve Policy AC5 Graduate Degree Studies, effective September 1, 2024.

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#### Context and Background

Draft Policy AC5 *Graduate Degree Studies* was posted on the KPU Policy Blog for a three-week [Phase Two Posting](#) from February 12 to March 4, 2024. The blog post received two comments in total. The Policy Developers subsequently provided responses to the two comments, which did not result in any Substantive Changes to the draft.

Prior to the Phase Two Posting, draft Policy AC5 went through an extensive preliminary consultation process, including a three-week posting on the [Policy Consultation Engine](#) from November 21 to December 11, 2023, when the University community was invited to comment on the draft via leaving comments on the Engine or the four drop-in consultation sessions hosted by the Policy and Academic Affairs Team during the same period.

#### Key Messages

1. Senate is the approving jurisdiction of draft Policy AC5 *Graduate Degree Studies*.
2. Draft Policy AC5 completed the three-week Phase Two Posting on KPU Policy Blog from February 12 to March 4, 2024.
3. No Substantive Changes were made to the draft after Phase Two Posting.

## **Resource Requirements**

The proposed Faculty of Graduate Studies will be responsible for providing policy development and advice in master's programming at KPU.

## **Implications/Risks**

Policy AC5 is the principal document that lays the groundwork for the proposed Faculty of Graduate Studies and KPU's vision in future master's programs. Without Policy AC5, the University will not have the appropriate governance structure and policy guidance in place to provide the necessary oversight of thesis, withdrawal, and other operational, administrative and governance processes that support master's studies at KPU. This will result in a lack of leadership, administrative, and governance structure necessary to support students, faculty and staff across the master's degree programs at KPU.

## **Consultations**

1. [Phase Two Posting, February 12 to March 4, 2024.](#)

## **Attachments**

1. KPU Policy Blog – Phase Two Posting, February 12 – March 4, 2024
  2. Draft Policy A5 Graduate Degree Studies
- 

## **Submitted by**

Maggie Ding, Administrative Assistant, University Senate

## **Date submitted**

April 10, 2024



# [PHASE TWO POSTING] AC5 GRADUATE DEGREE STUDIES

This Consultation is open for feedback until March 4, 2024 at 11:59pm PST.

## Background

New Policy AC5 *Graduate Degree Studies* is being developed to support the proposed Faculty of Graduate Studies (FoGS) and future master's programs at KPU.

The University is currently in the process of proposing the establishment of a Faculty of Graduate Studies. The FoGS Full Written Proposal Task Force is currently reviewing university-wide feedback from its recent consultation process. The draft full written proposal is available [here](#) as a background/resource document for the proposed AC5 Policy draft.

## Summary of Main Points

Draft new Policy AC5 is the principal policy document that outlines the educational, administrative and governance principles for KPU's future master's programming and FoGS.

- Provides a guiding vision of master's programs that are polytechnic, applied and interdisciplinary.
- Envisions graduate degree studies to be grounded in Indigenous teachings and reflect commitments to decolonization, equity, inclusion and diversity.
- Defines in broad terms the roles, responsibilities and mission of the FoGS and its governance bodies.
- Empowers the FoGS to develop Faculty-level general regulations and by-laws to set and uphold academic standards for master's programming.

## Consultation

From September 26 to October 18, 2023, a [Phase One Rationale](#) for the proposed new Policy AC5 was posted on the [KPU Policy Blog](#) to invite the University community to opt in for consultation. From November to December 2023, the University community was invited to provide preliminary feedback on the draft Policy via the [Policy Consultation Engine](#). A series of 4 drop-in Teams sessions were also hosted during that time to solicit university-wide feedback.

The following key parties were consulted and/or provided feedback to the policy developers as part of the policy development and consultation process between August 4, 2023 and January 29, 2024:

## >> PROBLEM SUBMITTING COMMENTS?

If you experience technical difficulties in submitting your comments, please send comments directly to [policy@kpu.ca](mailto:policy@kpu.ca) and your comments will be posted by a member of the Policy Coordination Team.

## PHASE ONE & PHASE TWO

**Phase One (3 weeks):** A rationale document is posted. KPU Employees and Students can comment on the post and request to be included in consultations during the policy development.

**Phase Two (3 weeks):** A set of drafts are posted for review and feedback (for new/revised Policy and Procedure only).

## CATEGORIES

[Administration](#)

[Board](#)

[New Policy/Procedure](#)

- Tara Lyons, Criminology Instructor
- Stephanie St Loe, Victor Martinez, Design Instructors
- Ellen Pond, Shiva Olyaei, Policy Studies Instructors
- Daniel Bernstein, Psychology Instructor
- Conrad King, Francis Abiew, Logan Masilamani, Valérie Vézina, Political Science Instructors
- Alena Buis, Associate Dean, Faculty of Arts
- Shelley Boyd, Dean, Faculty of Arts
- Brett Favaro, Dean, Faculty of Science
- Privacy
- Risk
- Legal
- Labour Relations
- Nadia Henwood, Interim AVP Enrolment Services and Registrar
- Krista Gerlich-Fitzgerald, Associate Registrar, Records, Curriculum and Graduation
- Office of the Registrar
- Lori McElroy, AVP Planning & Accountability
- Landon Kleis, Chair, Faculty Council; Chair, Computer Business Systems Department
- Melville School of Business Faculty Council
- Wilson School of Design Faculty Council
- Wilson School of Design Research and Graduate Studies Committee
- Deans Council
- Asma Sayed, VP of Equity and Inclusive Communities and Trina Prince, Manager, Culture & Wellbeing for Equity and Inclusive Communities, Office of Equity and Inclusive Communities
- Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility, and Inclusion/Sociology
- Gayle Bedard, AVP Indigenous Leadership
- Senate Standing Committee on Policy
- Indigenous Advisory Committee
- Polytechnic University Executive

[Phase One Posting](#)

[Phase Two Posting](#)

[Policy Amendment](#)

[Policy/Procedure Elimination](#)

[President](#)

[Procedure Amendment](#)

[Senate](#)

[Uncategorized](#)

## RECENT POSTS

[\[PHASE ONE POSTING\] AC3 PROGRAM REVIEW](#)

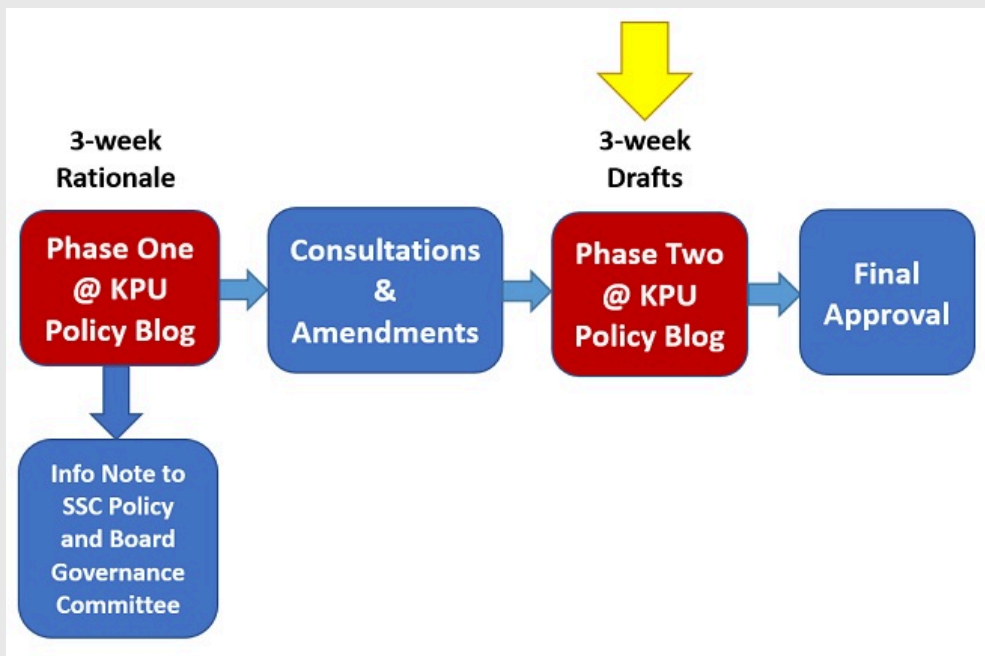
[\[PHASE ONE POSTING\] SR4 FLEET AND DRIVER \(NEW\)](#)

[\[PHASE TWO POSTING\] OMNIBUS POLICY REVISION](#)

[\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

[\[PHASE TWO POSTING\] IM7 MANAGEMENT OF SURVEYS](#)

### Draft for Feedback – Phase Two Posting



The Policy Developers reviewed and considered all feedback and suggestions received to finalize the draft Policy . The draft Policy, linked below, is now available for feedback from the University community for a three-week Phase Two Posting period.

## RECENT COMMENTS

Melissa Drury on [\[PHASE ONE POSTING\] AC3 PROGRAM REVIEW](#)

Tristan Li on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

Tristan Li on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

David Balandy on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

Valerie Vezina on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

## ARCHIVES

[March 2024](#)

You could also find a frequently asked questions and stress test document, a detailed log of preliminary feedback and responses, as well as a chart outlining the scopes of each policy approach to support graduate degree studies at KPU. The Policy Developers will review and respond to all comments on the Blog after the posting period is complete.

1. [Draft Policy AC5 Graduate Degree Studies](#)
2. [AC5 FAQ and Stress Test](#)
3. [Policy AC5 Pre-Phase Two Feedback and Responses](#)
4. [AC5 & Omnibus Policy Scopes Chart](#)

Comments and feedback are welcomed on this post until March 4, 2024 at 11:59pm PST.

**Policy Developer**

Policy & Academic Affairs / [policy@kpu.ca](mailto:policy@kpu.ca)

- Dr. David Burns, Associate Vice-President, Academic
- Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs
- Tristan Li, Policy and Academic Affairs Specialist

Posted in [Administration](#), [New Policy/Procedure](#), [Phase Two Posting](#), [Senate](#) and tagged [FoGS](#), [Graduate Studies](#), [master's](#) on February 12, 2024 by [Tristan](#). > [Edit](#)

← [\[PHASE TWO POSTING\] IM7 MANAGEMENT OF SURVEYS](#)      [\[PHASE ONE POSTING\] AC3 PROGRAM REVIEW](#) →

## 4 COMMENTS

**David Balandy**  
February 26, 2024 at 4:09 pm > [Edit](#)

Is there a plan to support students who have completed a degree in one field and rather than going through another degree, can do that through Graduate studies?

**Tristan Li**  
March 5, 2024 at 3:37 pm > [Edit](#)

**Posted on behalf of the AC5 Policy Developers**

We will encourage program proposals to be developed in a way that allows learners from a wide range of backgrounds to apply for master’s degrees at KPU.

The proposed FoGS is a direct response to goal #9 of KPU’s Academic Plan 2023: to offer graduate studies at KPU that enable members of our region’s workforce to upgrade their credentials through innovative new graduate degrees at KPU. Without speaking to the specifics regarding program admission and curriculum design, which fall under the purview of specific program proposals, the proposed FoGS in-

- [February 2024](#)
- [January 2024](#)
- [December 2023](#)
- [November 2023](#)
- [September 2023](#)
- [June 2023](#)
- [May 2023](#)
- [April 2023](#)
- [March 2023](#)
- [January 2023](#)
- [November 2022](#)
- [October 2022](#)
- [September 2022](#)
- [May 2022](#)
- [March 2022](#)
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- [November 2019](#)
- [October 2019](#)
- [September 2019](#)
- [May 2019](#)
- [March 2019](#)
- [October 2018](#)
- [May 2018](#)
- [March 2018](#)
- [November 2017](#)
- [May 2017](#)

tends to expand access to higher education, including through the use of Prior Learning Assessment and Recognition (PLAR).

**Valerie Vezina**

February 14, 2024 at 9:20 am > Edit

Hi,

I appreciate the time the policymakers took to reply to all comments and feedback. I was wondering if we could be provided with the research you did stipulating that Post-Secondary Institutions are adopting the language of graduate advisors and so forth. Also, if the research shows the term advisors, why use guides? Why not align with the said research?

I am also a little puzzled by the lack of definition or consensus on what interdisciplinary means for KPU. This seems rather important if we are to develop graduate programs that are to be interdisciplinary.

**Tristan Li**

March 5, 2024 at 3:40 pm > Edit

**Posted on behalf of the AC5 Policy Developers**

Thank you for your comment. We noticed that some PSIs have been using terms like “mentor,” “advisor” and “supervisor” to describe faculty members working closely with graduate students during thesis work and throughout a master’s program, sometimes interchangeably. (E.g. [University of Toronto](#), [McMaster University](#)) This is observed through conversations with colleagues at other PSIs and information (e.g. web pages and various guidelines) released by them. We proposed the term “Guide” to also align with the Indigenous teachings we received. This term better emphasizes the mentorship component of good supervision and the idea that faculty members *peddle/journey together* with students.

We did not propose a fixed definition for what “interdisciplinary” means as program proponents should be able to propose their approaches. The Provost’s vision is to promote collaboration between disciplinary Faculties in master’s programs development.

COMMENTS ARE CLOSED.

[January 2017](#)

[October 2016](#)

[September 2016](#)

[May 2016](#)

[March 2016](#)

[February 2016](#)

[January 2016](#)

[September 2015](#)

[June 2015](#)

[May 2015](#)

[March 2015](#)

[December 2014](#)

[November 2014](#)

[October 2014](#)

[September 2014](#)

[June 2014](#)

[March 2014](#)

[January 2014](#)

[November 2013](#)

[September 2013](#)

[August 2013](#)

[January 2013](#)

[November 2012](#)

[October 2012](#)

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Policy History
<b>Policy No.</b> AC5
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> September 1, 2024

## Graduate Degree Studies Policy

### A. CONTEXT AND PURPOSE

This policy is inspired by teachings shared by Cyril Pierre, Elder of the q̓i c̓á ỳ (Katzie) First Nation and his son, Spencer Pierre, as well as by Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the kwikw̓əł̓ə m (Kwkwetlem) First Nation. Master’s studies at KPU strive to reflect the Indigenous values of teaching and learning shared with the University, and principles reflected in the various equity, diversity, inclusion, anti-racism, and disability justice initiatives in order to serve the diverse needs of our community and industry.

As a special purpose teaching university under British Columbia’s University Act, Kwantlen Polytechnic University (KPU) (“the University”) is to provide, inter alia, academic programs leading to certificates, diplomas, baccalaureate, and master’s degrees that meet the needs of the region and beyond. KPU’s Faculty of Graduate Studies fosters an action-oriented intellectual community, further advances research and scholarship, and enhances the ability of disciplinary Faculties across the University to collaborate and adopt an interdisciplinary perspective in developing uniquely positioned graduate programs.

KPU is committed to weaving Indigenous ways of knowing, doing, being and becoming in education. The Faculty of Graduate Studies is a crucial site to recognize and include Indigenous and Black, People of Colour (BPOC) knowledges, epistemologies, and pedagogies in pursuit of decolonization, reconciliation, anti-racism, equity, and inclusion. Indigenous and BPOC teachings inform this Policy and guide the Faculty of Graduate Studies.

The Faculty of Graduate Studies endeavors to provide a transparent organizational infrastructure and policy framework in order to: 1) inform and strengthen the development, operation, administration, and governance of master’s degree programs; 2) promote continued educational quality and learner fulfillment in master’s programming; 3) create an inclusive, equitable, nurturing, and supportive environment where learners and employees feel included, respected, and spiritually, socially, emotionally, and physically safer.

The purpose of this Policy is to empower the Faculty of Graduate Studies to establish, via general regulations and by-laws, the criteria, standards, and processes to support master’s studies at KPU.

## B. SCOPE AND LIMITS

1. This policy applies to matters related to master's studies and does not address matters related to undergraduate studies or graduate certificates and diplomas.

## C. STATEMENT OF POLICY PRINCIPLES

1. Master's studies at KPU will be informed and anchored by the teachings shared with us by individuals from equity-denied communities.
2. In the pursuit of academic excellence, KPU master's studies will take as its starting point the creation of an environment where learners and employees feel included, respected, and spiritually, socially, emotionally, and physically safer.<sup>1</sup>
3. KPU master's studies will prioritize:<sup>2</sup>
  - a. Nurturing and supportive (rather than judgmental and institutional) graduate supervision. *Graduate Supervision* and *Graduate Supervisors* will, in keeping with this priority, be labelled in policy as *Graduate Guidance* and *Graduate Guides*, respectively.
  - b. The entire learner. KPU master's studies will be challenging for the entire learner – beyond being intellectually challenging.
  - c. Right relationships. KPU master's studies will not only build good relations between learners, and between learners and their faculty Guides, but will also support those learners in understanding how their work benefits from, and may benefit, their relations and communities.
  - d. Non-confrontational thesis and project defense. KPU master's studies will use a learner's project or thesis experience to engage in [dialogue](#)*Dialogue*, rather than [examination or defense](#), that aims to increase understanding and enable the next steps in the learner's journey. These experiences will be labelled in policy as thesis or project *Dialogues* and may, where appropriate, include members of the learner's class and community.
4. Master's programming at KPU will be polytechnic, applied, and interdisciplinary.
5. Where appropriate, permitted, and culturally appropriate, Indigenous and BPOC, accessible, and inclusive practices, protocols, and customs can be adopted in milestone moments that mark and celebrate a learner's journey.<sup>3</sup>
6. Per the University Act, the Faculty of Graduate Studies will have a Dean and representation at Senate.
7. The Faculty of Graduate Studies is responsible for establishing a Graduate Studies Council and relevant standing committees on the development and implementation of appropriate general regulations, by-laws, and supporting operating procedures, in conjunction with existing policies and governance structure and on matters specifically pertaining to master's programming. The

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<sup>1</sup> Teachings shared by Cyril Pierre, Elder of the Katzie First Nation, Spencer Pierre, member of the Katzie First Nation, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the Kwikwetlem Nation, with KPU; Adelle Blackett, Ananya Mukherjee Reed, Marie-Claude Rigaud, Barrington Walker, Scarborough Charter (Scarborough: National Dialogues and Action for Inclusive Higher Education and Communities, 2021). Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.



Faculty will speak primarily to academic standards for master's studies and not to general academic and discipline-specific issues, which are the proper domain of the disciplinary Faculties.

8. The Graduate Studies Council of the Faculty of Graduate Studies, or appropriate standing committees as defined in the Faculty by-laws shall be responsible for the following matters:
  - a. For the purpose of academic standards, making recommendations to the Dean of Faculty of Graduate Studies regarding admission to master's programs or other graduate programs designated by Senate as within the jurisdiction of the Faculty of Graduate Studies.
  - b. Making recommendations to the Dean of Faculty of Graduate Studies regarding student leave of absence and withdrawal.
  - c. Making recommendations to the Dean of Faculty of Graduate Studies regarding the assignment or reassignment of Graduate Guides.
  - d. Making recommendations to the Dean of Faculty of Graduate Studies regarding the composition of, and appointments to, the panel that will engage in the concluding [dialogue-Dialogue](#) for the thesis or project.
  - e. After receiving a full program proposal or program revision proposal from a disciplinary Faculty, making recommendations to Senate regarding that proposal.
  - f. Providing advice, if requested by the Dean of Faculty of Graduate Studies, on minimum qualifications for faculty members who teach in a master's program in accordance to Policy AC13, after the Dean of Faculty of Graduate Studies received recommendations from the disciplinary department(s) and consulted the Dean(s) of the disciplinary Faculty (Faculties).
  - g. Making recommendations to Senate regarding academic standards for master's programming.
  - h. Making recommendations to the Dean of Faculty of Graduate Studies regarding the graduands of the Faculty of Graduate Studies.

## **D. RELATED POLICIES & LEGISLATION**

## **E. RELATED DOCUMENTS**

[The First Peoples Principles of Learning](#)

[KPU Equity, Diversity and Inclusion Commitments, Research and Resources](#)

## SENATE

**Agenda Number:** 11.2

**Meeting Date:** April 22, 2024

**Presenter(s):** Aimee Begalka

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**AGENDA TITLE:** *OMNIBUS POLICY REVISION*

**ACTION REQUESTED:** Motion

### RECOMMENDED RESOLUTION

**That Senate approves the omnibus policy revision, effective September 1, 2024.**

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### COMMITTEE REPORT

On April 3, 2024, the Senate Standing Committee on Policy recommended that Senate approve the omnibus policy revision, effective September 1, 2024.

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#### Context and Background

The omnibus policy revision narrowly revises a series of KPU Policies and Procedures to accommodate graduate degree studies, involving changes to the following six existing Procedures and two Policies:

- Policy AC9 Skills and Outcomes
- Procedure AC10 Development and Change of Senate-Approved Programs
- Procedure AC13 Minimum Qualifications for Faculty Members
- Procedure ST2 Student Academic Integrity
- Procedure ST3 Grade Appeals
- Policy ST11 Attendance and Participation in Courses
- Procedure ST12 Academic Renewal
- Procedure ST13 Course Withdrawal

The omnibus policy revision was posted on the KPU Policy Blog for a three-week [Phase Two Posting](#) from February 12 to March 4, 2024. The blog post did not receive any comments and no Substantive Changes were made to the drafts.

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Prior to the Phase Two Posting, the omnibus policy revision went through an extensive preliminary consultation process, including a three-week posting on the [Policy Consultation Engine](#) from November 21 to December 11, 2023, when the University community was invited to comment on the draft via leaving comments on the Engine or the four drop-in consultation sessions hosted by the Policy and Academic Affairs Team during the same period.

## **Key Messages**

1. The approving jurisdiction of Procedure AC10 and Procedure AC13 is Board of Governors, with Senate's advice; Senate is the approving jurisdiction of the other six Policies and Procedures within the omnibus policy revision package.
2. The omnibus policy revision completed the three-week Phase Two Posting on KPU Policy Blog from February 12 to March 4, 2024.
3. No Substantive Changes were made to the draft after Phase Two Posting.

## **Resource Requirements**

The Proposed Faculty of Graduate Studies will be responsible for providing policy development and advice in master's programming at KPU.

## **Implications/Risks**

Together with the proposed Policy AC5 *Graduate Degree Studies* and future general regulations of the proposed Faculty of Graduate Studies, the omnibus policy revision will provide a comprehensive, coherent policy framework for master's programming at KPU. Without the omnibus policy revision, the University will not have the appropriate governance structure and policy guidance in place to provide the necessary oversight on matters such as grade appeal, academic integrity and other operational, administrative and governance processes that support master's studies at KPU. This will result in a lack of leadership, administrative, and governance structure necessary to support students, faculty and staff across the master's degree programs at KPU.

## **Consultations**

1. [Phase Two Posting, February 12 to March 4, 2024.](#)

## **Attachments**

1. KPU Policy Blog – Phase Two Posting, February 12 – March 4, 2024
2. Policy AC9 Skills and Outcomes (Track-Change) (Senate)
3. Procedure AC10 Development and Change of Senate-Approved Programs (Track-Change) (Board, with Senate Advice)
4. Procedure AC13 Minimum Qualifications for Faculty Members (Track-Change) (Board, with Senate Advice)
5. Procedure AC13 Workflow Chart

6. Procedure ST2 Student Academic Integrity (Track-Change) (Senate)
  7. Procedure ST3 Grade Appeals (Track-Change) (Senate)
  8. Policy ST11 Attendance and Participation in Courses (Track-Change) (Senate)
  9. Procedure ST12 Academic Renewal (Track-Change) (Senate)
  10. Procedure ST13 Course Withdrawal (Track-Change) (Senate)
- 

**Submitted by**

Michelle Molnar, Administrative Coordinator, University Senate

**Date submitted**

April 10, 2024



# [PHASE TWO POSTING] OMNIBUS POLICY REVISION

This Consultation is open for feedback until March 4, 2024 at 11:59pm PST.

## Background

On September 25, 2023, Senate accepted the Senate Standing Committee on Policy's recommendation that an omnibus approach be taken to revise existing Policies and Procedures to accommodate future graduate degree studies at KPU.

The University is currently in the process of proposing the establishment of a Faculty of Graduate Studies (FoGS). The FoGS Full Written Proposal Task Force is currently reviewing university-wide feedback from its recent consultation process. The draft full written proposal is available [here](#) as a background/resource document for the proposed AC5 Policy draft.

## Summary of Main Points

The omnibus policy revision is a single, focused approach to narrowly revise a series of KPU Policies and Procedures to accommodate graduate degree studies. Eight Policies and Procedures in total have been identified as in need of revision. They are:

- Policy AC9 Skills and Outcomes
- Procedure AC10 Development and Change of Senate–Approved Programs
- Procedure AC13 Minimum Qualifications for Faculty Members
- Procedure ST2 Student Academic Integrity
- Procedure ST3 Grade Appeals
- Policy ST11 Attendance and Participation in Courses
- Procedure ST12 Academic Renewal
- Procedure ST13 Course Withdrawal

## Consultation

From September 26 to October 18, 2023, a [Phase One Rationale](#) for the omnibus policy revision was posted on [the KPU Policy Blog](#) to invite the University community to opt in for consultation.

From September 26 to October 18, 2023, a [Phase One Rationale](#) for the proposed new Policy AC5 was posted on the [KPU Policy Blog](#) to invite the University community to opt in for consultation.

From November to December 2023, the University community was invited to provide preliminary

## >> PROBLEM SUBMITTING COMMENTS?

If you experience technical difficulties in submitting your comments, please send comments directly to [policy@kpu.ca](mailto:policy@kpu.ca) and your comments will be posted by a member of the Policy Coordination Team.

## PHASE ONE & PHASE TWO

**Phase One (3 weeks):** A rationale document is posted. KPU Employees and Students can comment on the post and request to be included in consultations during the policy development.

**Phase Two (3 weeks):** A set of drafts are posted for review and feedback (for new/revised Policy and Procedure only).

## CATEGORIES

[Administration](#)

[Board](#)

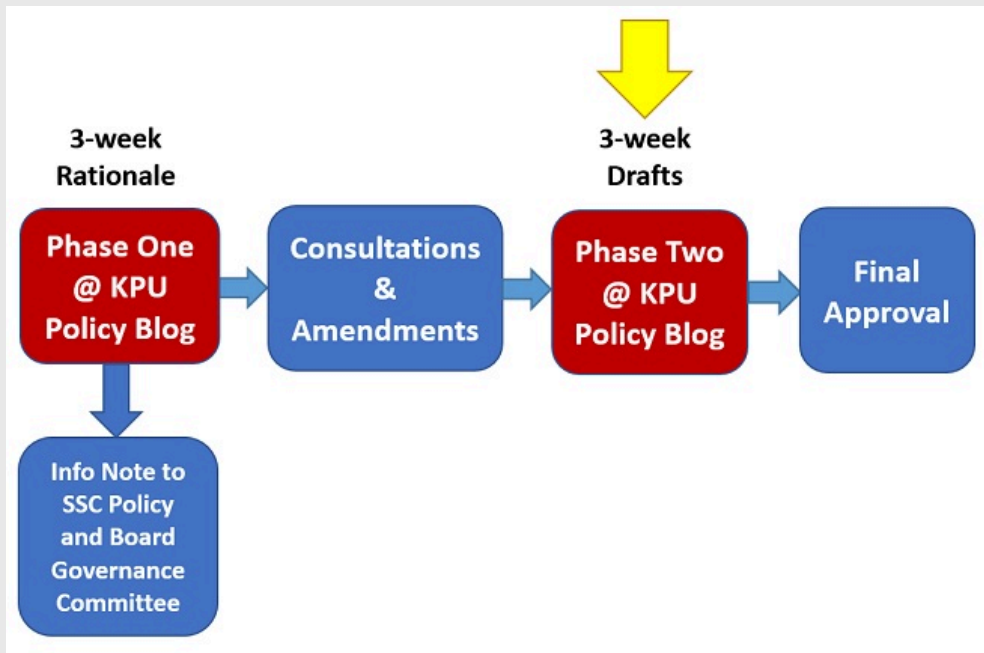
[New Policy/Procedure](#)

feedback on the proposed revisions via the [Policy Consultation Engine](#). A series of 4 drop-in Teams sessions were also hosted during that time to solicit university-wide feedback.

The following key parties were consulted and/or provided feedback to the policy developers as part of the policy development and consultation process between July 27, 2023 and January 30, 2024:

- Nadia Henwood, Interim AVP Enrolment Services and Registrar
- Krista Gerlich-Fitzgerald, Associate Registrar, Records, Curriculum and Graduation
- Office of the Registrar
- Lisa Higashi, Director, Student Success and Naomi Stuart-Chiu, Manager, Student Awards and Financial Assistance
- Lori McElroy, Associate Vice President, Planning and Accountability
- Stephanie Howes, Dean, Melville School of Business
- Theresa Voorsluys, Manager, Academic Advising
- Labour Relations
- Legal
- Risk
- Senate Standing Committee on Policy
- Deans Council
- Melville School of Business Faculty Council
- Design Research and Graduate Studies Committee
- Polytechnic University Executive

#### Drafts for Feedback – Phase Two Posting



The Policy Developers reviewed and considered all feedback and suggestions received to identify Policies and Procedures in need of revision and finalize the proposed revisions. The drafts in track-change, linked below, are now available for feedback from the University community for a three-week Phase Two Posting period.

[Phase One Posting](#)

[Phase Two Posting](#)

[Policy Amendment](#)

[Policy/Procedure Elimination](#)

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## RECENT POSTS

[\[PHASE ONE POSTING\] AC3 PROGRAM REVIEW](#)

[\[PHASE ONE POSTING\] SR4 FLEET AND DRIVER \(NEW\)](#)

[\[PHASE TWO POSTING\] OMNIBUS POLICY REVISION](#)

[\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

[\[PHASE TWO POSTING\] IM7 MANAGEMENT OF SURVEYS](#)

## RECENT COMMENTS

Melissa Drury on [\[PHASE ONE POSTING\] AC3 PROGRAM REVIEW](#)

Tristan Li on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

Tristan Li on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

David Balandy on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

Valerie Vezina on [\[PHASE TWO POSTING\] AC5 GRADUATE DEGREE STUDIES](#)

## ARCHIVES

[March 2024](#)

You could also find a frequently asked questions document, a detailed log of preliminary feedback and responses, as well as a chart outlining the scopes of each policy approach to support graduate degree studies at KPU. The Policy Developers will review and respond to all comments on the Blog after the posting period is complete.

1. [AC5 & Omnibus Policy Scopes Chart](#)
2. [Policy AC9 Skills and Outcomes \(Track-Change\)](#)
3. [Procedure AC10 Development and Change of Senate-Approved Programs \(Track-Change\)](#)
4. [Procedure AC13 Minimum Qualifications for Faculty Members \(Track-Change\)](#)
5. [Procedure AC13 Workflow Chart](#)
6. [Procedure ST2 Student Academic Integrity \(Track-Change\)](#)
7. [Procedure ST3 Grade Appeals \(Track-Change\)](#)
8. [Policy ST11 Attendance and Participation in Courses \(Track-Change\)](#)
9. [Procedure ST12 Academic Renewal \(Track-Change\)](#)
10. [Procedure ST13 Course Withdrawal \(Track-Change\)](#)
11. [Omnibus Policy Revision Pre-Phase Two Feedback and Responses](#)
12. [Omnibus Policy Revision FAQ](#)

Comments and feedback are welcomed on this post until March 4, 2024 at 11:59pm PST.

**Policy Developer**

Policy & Academic Affairs / [policy@kpu.ca](mailto:policy@kpu.ca)

- Dr. David Burns, Associate Vice-President, Academic
- Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs
- Tristan Li, Policy and Academic Affairs Specialist

Posted in [Administration](#), [Phase Two Posting](#), [Policy Amendment](#), [Procedure Amendment](#), [Senate](#) and tagged [FoGS](#), [Graduate Studies](#), [master's](#) on [February 12, 2024](#) by [Tristan](#). > [Edit](#)

– [\[PHASE TWO POSTING\] IM7 MANAGEMENT OF SURVEYS](#)      [\[PHASE ONE POSTING\] AC3 PROGRAM REVIEW](#) –

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Policy History
<b>Policy No.</b> AC9
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> <del>April 25, 2023</del> September 1, 2024

## Skills and Outcomes Policy

### A. CONTEXT AND PURPOSE

This policy will clarify the ways in which skills and outcomes, identified by both the provincial government and by KPU, will be mapped, changed and supplemented. KPU, through its strategic plan, has committed to applying a diversity lens to teaching in preparing students for lifelong learning and achieving successful learning outcomes. We acknowledge that each student has different educational goals and definitions of personal success, and we commit to supporting students on their individual learning journey, leadership, service and success. Its promise to its students is that it will help them put their *Thought into Action*. To accomplish this goal KPU strives to be clear about the outcomes of its courses and programs, as well as the skills all students in Senate-approved programs will develop.

### B. SCOPE AND LIMITS

This policy applies to all Senate-approved programs at Kwantlen Polytechnic University.

### C. STATEMENT OF POLICY PRINCIPLES

For vocational, undergraduate, graduate certificate and graduate diploma programs:

1. Each program must ensure students have opportunities to learn and demonstrate the skills identified by the Ministry of Advanced Education and Skills Training (“Ministry”) that are referenced in the Procedure.
2. The skills identified by the Ministry should be articulated and applied by each program in ways that connect to the context and values of the program; They should be consistent with KPU’s strategic priorities, and its commitment to equity, diversity, inclusion, decolonization, anti-racism and accessibility. This may be communicated formally through Faculty-level skills and outcomes that extend and define those provided by Government. This form of skill definition is detailed in the procedures.

For all undergraduate and graduate programs:

- 2.3. Each course should have clearly articulated learning outcomes connected to the course activities, assessments, and content set out in their respective course outlines.

3.4. Each program should have clearly articulated program learning outcomes to which course learning outcomes and skills are mapped set out in Full Program Proposals, program change proposals, and during the program review process.

4.5. KPU is committed to being accountable for student outcomes in courses and in programs.

5.6. KPU is committed in the development of curriculum to the prioritization, wherever possible, of equity, diversity, inclusion and decolonization.

## **D. DEFINITIONS**

Refer to Section A of Procedure AC9 *Skills and Outcomes* for a list of definitions in support of this Policy.

## **E. RELATED POLICIES**

*AC3 Program Review*

*AC10 Development and Change of Senate-Approved Programs*

*AC11 General Education in Degree Programs*

*ST14 Services for Students with Disabilities*

## **F. RELATED PROCEDURES**

*AC9 Skills and Outcomes Procedure*

Policy History
<b>Policy No.</b> AC10
<b>Approving Jurisdiction:</b> Board of Governors, with Senate advice
<b>Administrative Responsibility:</b> Provost and Vice-President, Academic
<b>Effective Date:</b> <del>July 7, 2023</del> September 1, 2024

## Development and Change of Senate-Approved Programs Procedure

### A. DEFINITIONS

1. **Department:** An educational administrative sub-unit of a Faculty and/or School within a university dealing with a particular field of knowledge.
2. **Faculty:** An educational administrative division constituted by the Board of the University.
3. **Intake Cancellation:** Closing an intake of admission for a single intake cycle. Intake cancellation is an emergency action subject to regulation in AC10's procedures.
4. **Program:** A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program also consists of a) a unit of study, under the governance of Senate, that results in the granting of a degree or a non-degree credential or b) a unit of study that constitutes the designation of major or minor, or c) a unit of study that constitutes a department.
5. **Program Discontinuance:** Permanent closure of a program which includes removal from future University Calendars and cessation of admission or declaration to the designated program.
6. **Program Suspension:** A temporary cessation of a program whereby students will not be admitted to or declare into a program for a defined period of time.
7. **Program Revision:** Any changes to a program that alter admission, declaration, curricular or credential requirements.
8. **School:** An educational administrative division that may be constituted by the Board of the University to function in the full capacity of a Faculty.
9. **Concept Paper:** The first of two documents normally written to propose a new Senate approved program. The Concept Paper seeks to address

such questions as the strategic suitability of a program and potential demand for it.

10. **Full Program Proposal:** The second of two documents normally written to propose a new Senate approved program. The Full Program Proposal contains, among other information, the proposed program's curriculum.
11. **Stage 1 Review:** The review conducted by the Ministry of Advanced Education, Skills and Training at the Concept Paper stage.

## B. PROCEDURES

### 1. Proposing New Programs

- a. A Proponent, after consulting with their Department and their Dean, propose development of a new program to the Provost [or designate] with a Concept Paper.
- b. The Provost, after consulting with other senior leaders and services areas as the Provost deems necessary, determines whether development of the new program should proceed. If so, the Provost will name a designate to coordinate the program development process and will authorize the Office of Planning and Accountability to produce a Feasibility Report to be included in the Concept Paper.
- c. The Provost determines, on receipt of the Feasibility Report, whether the proposal is viable.
  - i. For new degrees: if the program is judged to be viable the Proponent and Provost's designate together author, if required by the Ministry, a Stage 1 Review. The Concept Paper and Stage 1 Review may, if authorized by the Provost, proceed concurrently with the Full Program Proposal.
  - ii. For new non-degrees: if a program is judged to be viable the process proceeds to step *d*.
  - iii. For new minor degrees or honours degrees, in fields of study for which KPU already has a major program: the Provost will, if the program is deemed viable, indicate whether the program should be proposed through a Program Revision or Full Program Proposal (step *f*).
- ~~d.~~—The Proponent and Provost's designate seek the approval of the Concept Paper by the relevant Faculty Council and Senate (on the advice of the Senate Standing Committee on Academic Planning and Priorities, Senate Standing Committee on Curriculum and, if the program is at the [graduate-master's level](#) ~~and includes research components~~, the [Faculty of Graduate Studies' Graduate Studies Council or its appropriate standing committee, and, if the program includes research components \(such as a thesis\), the Senate Standing Committee on Research](#).
- d.
- e. The Senate forwards endorsed Concept Paper (and, if applicable, Stage 1 Review) to the Board of Governors for approval. Stage 1 Reviews are also submitted to the Ministry for approval to proceed to the Full Program Proposal Stage.

- f. The Proponent drafts the Full Program Proposal and requests Curriculum Consultation Forms from other academic areas.
- g. The Proponent, supported by the Provost (or designate), consults with relevant service areas and collects impact assessments. The procedure for the collection of service area feedback and support can be determined by the Provost and is outside the scope of Senate policy.
- h. The Provost and Proponent jointly seek the approval of the Full Program Proposal from the relevant Faculty Council, which forwards the endorsed proposal to Senate for approval.
- i. Senate's standing committees on Curriculum and University Budget review the Full Program Proposal and provide advice to Senate. If the program is at the [graduate master's level and includes research components](#), the [Faculty of Graduate Studies' Graduate Studies Council provides advice](#). [If the program includes research components \(such as a thesis\), the SSC Research also provides advice](#).
- j. The Senate forwards endorsed program proposals to the Board of Governors for approval, and to the Ministry for ministerial consent. Any budgetary adjustment associated with an approved proposal will be made in the next annual budget development cycle for the university.
- k. The Proponent, Dean and Provost (or designate) continue to collaborate in the preparing of the program for implementation.

## 2. Revising Programs

- a. Program revisions at KPU begin either 1) as actions arising from an approved Quality Assurance Plan developed through the program review process or 2) in response to specific issue whose solution cannot be delayed until a Program Review.
- b. A Proponent acting in response to either (1) or (2) consults with their Dean and the Office of the Provost to determine what documents and processes will be required by the Ministry of Advanced Education, Skills and Training. The timeline for approval may vary based on the approval process requested by the Ministry.
- c. In addition to the processes required by the Ministry, the Proponent prepares a Program Change Form.
- d. The Proponent seeks approval from their respective Faculty Council, which then forwards the proposal to the Senate Standing Committee on Curriculum. If the program is at the graduate level [and includes research components](#), the [Faculty of Graduate Studies' Graduate Studies Council provides advice](#). [If the program includes research components \(such as a thesis\), the SSC Research also provides advice](#).
- e. The Senate Standing Committee on Curriculum reviews the proposal and forwards to Senate for approval. Any budgetary adjustment associated with an approved proposal will be made in the next annual budget development cycle for the university.

## 3. Cancelling Intakes, Suspending Programs, and Discontinuing Programs

- a. Cancelling Intakes

- i. A Dean, in consultation with the Provost, may cancel up to three intakes, together representing cancellation of no more than 2 consecutive years of intakes, if:
    - 1) the number of students applying for the intake is too small to meet the program's learning outcomes or to maintain the sustainability of the program, or
    - 2) access to key learning activities or resources has been compromised, or
    - 3) funding on which the program relies has been lost.
  - ii. Any further cancellation of intakes requires the approval of Senate on the advice of the Senate Standing Committee on Academic Planning and Priorities.
- b. Suspending and Discontinuing Programs
- i. A Department, Faculty, Dean or Provost may propose that a program be suspended for a defined period of time, or that it be permanently discontinued. Such proposals must include the information included in Appendix A and will be adjudicated through the following approval process:
    - 1) The Proponent sends the proposal to the relevant Faculty Council which, if it endorses the proposal, forwards it to the Senate Standing Committee on Academic Planning and Priorities [SSC APP] and the Senate Standing Committee on the University Budget [SSC UB].
    - 2) The above-named committees (including the Faculty Council) provide their advice to Senate, which considers either approval (for suspensions) or recommendation to the Board of Governors for approval (for discontinuances). Any budgetary adjustment associated with an approved discontinuance proposal will be made in the next annual budget development cycle for the university. In some cases, KPU may also require consultation with, or approval from, external bodies such as accrediting organizations, government. Program Advisory Committees should be consulted when appropriate.
    - 3) A proposal that discontinues the only program in a Department or Faculty may concurrently discontinue the given Department or Faculty if this consequence is explicitly stated in the approved proposal.

## **C. RELATED POLICY**

*AC3 Program Review*

*AC14 KPU Credential Framework*

*AR16 Requirements for Graduation*

*GV9 Establishment and/or Discontinuance of Faculties and Departments*

University Act [RSBC 1996], Chapter 468, section 35.2 (6) (b), (6) (d)



Policy History
<b>Policy No.</b> AC13
<b>Approving Jurisdiction:</b> Board of Governors, with Senate advice
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> <del>September 29, 2022</del> <u>September 1, 2024</u>

## Minimum Qualifications for Faculty Members Procedure

### A. DEFINITIONS

1. **Department:** For the purpose of this policy, a Department is an educational administrative sub-unit of a Faculty and/or School within a university dealing with a particular field of knowledge or area of educational support service provision.
2. **Faculty:** An educational administrative division constituted by the Board of the University.

### B. PROCEDURES

1. Roles and Responsibilities
  - a. Department
    - i. A Departmental/Area Search Committee is responsible for conducting interviews and recommending qualified candidates in consultation with this policy.
    - ii. In keeping with the appropriate academic and professional standards of their disciplines, a majority of faculty members in a Department will determine and recommend the minimum qualifications required for faculty appointments either on a competition-by-competition basis or through a minimum qualification table approved by the Dean or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department.
    - iii. For master's programs, a majority of faculty members in the Department(s) responsible for the program will determine and recommend the minimum faculty qualifications required to the Dean of the Faculty of Graduate Studies (or designate) for approval.
    - iv. For minimum faculty qualifications that are different for a course than for a program, the Department, in consultation with the Dean (or designate) of a Faculty, will determine and recommend the qualifications required for faculty appointments through a minimum qualification table approved by the Dean.

~~iv-v.~~ A majority of faculty members in a Department may recommend to the Dean or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department, a different set of minimum faculty qualifications before the start of the faculty search process when deemed necessary by faculty members in the Department.

b. Faculty Council

- i. For courses and programs that do not belong to a Department, the Faculty Council is responsible for determining and recommending minimum qualifications required for faculty appointments to the Dean (or designate) for approval either on a competition-by-competition basis or through a minimum qualification table jointly by the Dean.
- ii. The Dean may consult the Faculty Council on any proposed minimum qualifications.

c. Dean or Head of Department

- i. The Dean (or designate) of a Faculty or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department, is responsible for ensuring the Departmental/Area Search Committees comply with this policy.
- ii. The Dean (or designate) of a Faculty or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department, with the support of a majority of faculty members in the Department, may approve a different set of minimum faculty qualifications before the start of the faculty search process where deemed necessary by faculty members in the Department.

~~iii.~~ To ensure relevancy and currency, the Dean (or designate) is responsible for the approval of ~~all~~ minimum faculty qualifications within their Faculty. In the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department is responsible for the approval of all minimum faculty qualifications within their Department.

~~iii-iv.~~ For master's programs, the Dean (or designate) of the Faculty of Graduate Studies, in consultation with the Dean(s) of the disciplinary Faculty (Faculties), is responsible for the approval of minimum faculty qualifications recommended by the Department(s).

2. The Establishment and Approval of Minimum Faculty Qualifications

- a. For programs that fall within a Department operating under the authority of a Faculty Council, the minimum qualifications required for faculty appointments will be determined by a majority of faculty members in their Department and recommended to the Dean (or designate) for approval. The Dean may consult the Faculty Council on proposed changes to minimum qualifications.
- b. For programs that do not fall within a Department operating under the authority of a Faculty Council, the minimum qualifications required for faculty appointments will be determined and recommended by its Faculty Council to the Dean (or designate) for approval.
- c. For Departments not operating under the authority of a Faculty Council, the minimum qualifications required for faculty appointments will be determined by a majority of the



faculty members in the Departments, and recommended to the head of the Departments for approval.

d. For master's programs, the minimum faculty qualifications required will be determined by a majority of faculty members in the Department(s) responsible for the program and recommended to the Dean (or designate) of the Faculty of Graduate Studies for approval.

i. The Dean (or designate) of the Faculty of Graduate Studies will consult the Dean(s) of the disciplinary Faculty (Faculties) on the minimum faculty qualifications recommended by the Department(s). The Dean of the Faculty of Graduate Studies may consult the Graduate Studies Council on proposed minimum qualifications.

e.e. Lists of minimum qualifications for all initial appointments to faculty positions within any Departments including the determinations of required credentials, scholarly experiences and areas of expertise necessary for specific faculty appointments and assignments, are the purview of the Departments.

d.f. Each Department will review its list of qualifications for faculty positions - either for particular competitions or for a minimum qualification table - within its area of jurisdiction. Information to be provided should include, but is not limited to, the following:

- i. Name of Faculty (if the Department operates under the authority of a Faculty Council)
- ii. Name of Department
- iii. Name of Discipline/Program/Course (where applicable)
- iv. Qualifications Required
  - 1) Academic Credentials
  - 2) Professional Designation
  - 3) Teaching Qualifications
  - 4) Employment Experience
  - 5) Service and Community Engagement
  - 6) Research and Scholarship

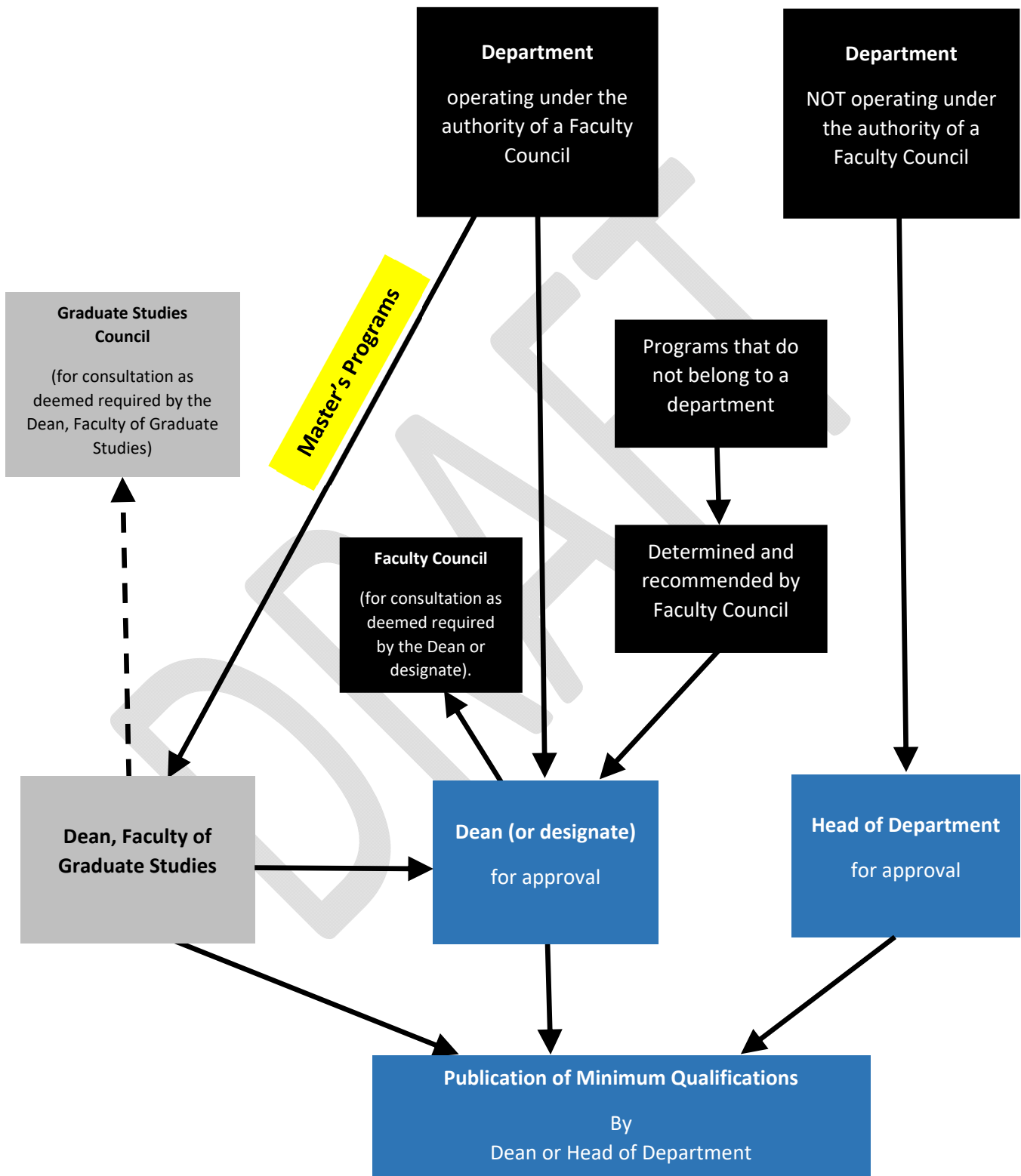
### 3. Repository

a. The current list of minimum qualifications for faculty members in each Department, either in the form of qualifications set for competitions or in the form of minimum qualification tables, will be stored and made available by their respective Dean's Office or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department.

## C. RELATED POLICY

*AC13 Minimum Qualifications for Faculty Members Policy*

Draft AC13 Minimum Qualifications for Faculty Members



Policy History
<b>Policy No.</b> ST2
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost & Vice President, Academic
<b>Effective Date:</b> <del>July 7, 2023</del> September 1, 2024

## Student Academic Integrity Procedure

### A. DEFINITIONS

1. **Academic Assessment:** any instrument used for measuring a Student’s attainment of specified educational objectives—e.g., examinations, assignments, tests, essays, projects, clinical and practicum performances, research, projects/papers, [thesis](#).
2. **Applicant:** for the purpose of this policy, an applicant is anyone who makes a formal application for admission to the university, or pursues the intake process to register in coursework.
3. **Breach of Academic Integrity:** engaging in, attempting to engage in, or assisting others to engage or attempt to engage in conduct that violates the standard of academic integrity required from Students by the University, generally as set out in the Policy, and including but not limited to, engaging in, attempting to engage in, or assisting others to engage or attempt to engage in the following behaviours:
  - a. **Cheating:** an act of deception by which a Student misrepresents that they or others have mastered information for an Academic Assessment that the Student or others have not mastered, including but not limited to:
    - i. exchanging information with another person during an examination or using unauthorized material during or relating to an examination; submitting an Academic Assessment containing a reference to a source which does not exist;
    - ii. using any unauthorized information, materials, devices, or aids, or generative Artificial Intelligence tools in the preparation of or completion of an Academic Assessment, unless expressly permitted by the University or the University Official administering the Academic Assessment;
    - iii. **Contract Cheating:** outsourcing (or attempting to outsource) all or part of an academic assessment to a

third party (e.g., pay-for-profit sites, homework sites, or personal acquaintances).

- b. Plagiarism: presenting the ideas, words, images, and/or other materials or work of others as one's own without giving proper credit to the original sources.
  - i. making unacknowledged use of words, images, ideas or data regardless of source (texts, internet, material created by generative Artificial Intelligence tools, etc.). Academic Assessments that include the words, ideas or data of others must cite the source of that information using complete, accurate and specific references;
  - ii. submitting all or part of any Academic Assessment as the Student's own which has been co-authored without first obtaining a University Official's approval or appropriately citing the co-author;
  - iii. purchasing or otherwise obtaining work prepared by another person or artificial intelligence technology and submitting all or a portion of the work as the Student's own;
  - iv. Submitting all or part of the same Academic Assessment more than once, or in more than one course or academic setting without first obtaining a University Official's approval (self-plagiarism).
- c. Fabrication: the intentional use of invented information or the falsification of research or other findings.
- d. Forgery and Falsification of Documents: falsely completing, altering or falsifying any documentation related to academic assessment.
- e. Deception: providing misleading information or omitting information in order to gain an unfair advantage.
- f. Assisting Another Student in Committing a Breach of Academic Integrity: allowing another Student to see examination answers, impersonating another student or agreeing to be impersonated (in person or online) on an Academic Assessment, online posting, or course-related activity; helping another student falsify documents, or assisting another student in any other Breach of Academic Integrity; extorting or attempting to extort a student while assisting another student in a Breach of Academic Integrity.
- g. Collusion/Unauthorized collaboration: working with a student or students without authorization of the instructor on an academic assessment that is meant to be completed individually.
- h. Infringement of Copyright: failing to comply with the

provisions of the Canadian Copyright Act or any University policy pertaining to copyright compliance, in the preparation of an Academic Assessment.

- 4. Disciplinary Faculty** A Faculty (see the definition of "Faculty" in Procedure GV9) that contains instructional units and offers academic programs leading to credentials. This can be contrasted with the Faculty of Graduate Studies and the Faculty of Educational Support and Development, which do not directly offer credentials.
- 4.5. Grade Penalty:** a grade-related resolution assessed on an Academic Assessment on the basis of a Breach of Academic Integrity. Any Grade Penalty proposed during the course of an Investigation is not confirmed or imposed until and unless the Supervisor has issued their decision under these procedures confirming the Grade Penalty.
- 5.6. Investigation:** an inquiry into an alleged Breach of Academic Integrity conducted under the Policy and these procedures.
- 6.7. Policy:** ST2 *Student Academic Integrity Policy*.
- 7.8. Restorative Justice:** an approach to addressing and preventing academic integrity breaches based on a recognition of the importance of building and repairing relationships and addressing the needs of all key parties.
- 8.9. Student:** an individual who is registered in credit courses at the University or has commenced studies in non-credit courses at the University and has maintained their eligibility to register.
- 9.10. Supervisor:** the individual to whom a University Official reports, specifically:
- a. in the case of a faculty member or an instructional staff, their Dean or designate;
  - b. in the case of a Dean or designate, the Provost; and
  - c. in the case of an Associate Vice President, the Provost;
- 10.11 Suspension:** denial of access to academic programs, University property and services, and University and University-related activities.
- 11.12 University Official:** an instructor, or member of the University community evaluating a Student's Academic Assessment or, where an alleged Breach of Academic Integrity does not involve an Academic Assessment, the instructor, Dean or designate of the Disciplinary Faculty, Vice President Students, or Registrar or designate made aware of an alleged Breach of Academic Integrity.
- In the case of an applicant, the University Official is the Registrar.
- 12.13 University:** Kwantlen Polytechnic University.

## B. PROCEDURES

### 1. Supporting Academic Integrity

- a. The University provides the following resources and support to all applicants, students and employees at KPU on understanding academic integrity. Applicants, students and employees at KPU are encouraged to access the KPU Academic Integrity resource website by clicking here: [Academic Integrity - Learning with Integrity Tips](#).
- b. In order to promote a positive culture and an educative approach to academic integrity at KPU, faculty, instructional staff and students should be engaged in continued dialogue on academic integrity throughout the duration of the academic term.
- c. With the exception of extenuating circumstances, faculty and instructional staff must make an attempt to communicate with the student about a suspected breach prior to or at the time of reporting.
- d. The University recognizes that faculty members, acting as University Officials, may choose to resolve potential academic integrity breaches informally with their students if they believe that the breach can be resolved with an educative approach and without a grade penalty. These informal resolutions, which may include a Restorative Justice process, must include a student's admitting to a breach and consenting to the resolution proposed by the University Official. University Officials have a responsibility to inform the student that if they do not consent to the resolution that the formal process will be followed.

## 2. Breaches of Academic Integrity: Reporting and Investigating an Allegation

### *Report by the University Official and Incomplete (I) Grade*

- a. The University Official will provide a written report regarding the allegation of a Breach of Academic Integrity and the assessed Grade Penalty, if applicable, to their Supervisor. Normally, this report will be submitted within fifteen (15) business days of the University Official's discovery of the alleged Breach of Academic Integrity. The report will include:
  - i. the circumstances of the alleged Breach of Academic Integrity;
  - ii. the date when the incident occurred or was detected;
  - iii. the course number and section, if applicable;
  - iv. the name and contact information of the Student who committed the alleged Breach of Academic Integrity;
  - v. the names and contact information of witnesses, if applicable;
  - vi. the University Official's proposed resolution (if any) and reasons for such proposed resolution; and
  - vii. all relevant supporting documentation (for example, samples of allegedly plagiarized work, photocopies of, or actual, unpermitted aids or materials, as applicable).
- b. The University Official who discovers that an alleged Breach of Academic Integrity has occurred and that an active academic integrity investigation has not concluded before the grade submission deadline for the term, may issue an Incomplete Grade (I Grade) and accompanying I Grade Contract to the Student who committed the alleged Breach of Academic Integrity, if applicable.

### *Investigation of an Alleged Breach of Academic Integrity*

- c. After receiving a report from a University Official of an alleged Breach of Academic Integrity, the Supervisor will commence an Investigation to determine whether:
  - i. A Breach of Academic Integrity has occurred;
  - ii. the proposed resolutions (if any) made by the University Official are reasonable; and/or
  - iii. there should be any resolutions or further resolutions in addition to or instead of the proposed resolutions that are appropriate in the circumstances.
- d. As soon as possible after receiving the report from the University Official, the Supervisor will contact the Student alleged to have committed a Breach of Academic Integrity to inform them that an Investigation has commenced, to provide a copy of the University Official's written report, and to provide the student with an opportunity to meet with the Supervisor. Normally, this contact will occur within ten (10) business days after the University Official has received the report.
- e. During the Investigation, the Supervisor will provide an opportunity for the student to attend a meeting with the Supervisor to be held as soon as possible after the alleged Breach of Academic Integrity in order to afford the Student an opportunity to discuss the allegation.
  - i. The Student may bring one support person (e.g., a family member, a friend, an Indigenous Elder) to the meeting, but the support person may not speak on behalf of the Student.
  - ii. Individuals acting as a support person during an Investigation are expected to conduct themselves in a professional and respectful manner. Failure to do so may result in that support person being asked to withdraw from a meeting, in which case the Student can agree to proceed with the meeting without a support person or request the meeting be postponed until an alternate support person has been identified. Any postponement and the length of such postponement will be at the discretion and determination of the Supervisor.
- f. The Investigations and meetings conducted in connection with an Investigation are intended to be closed-door and access is given only to individuals pertinent to the matter unless otherwise permitted by the Supervisor at their sole discretion. In the event that the Supervisor permits an individual to attend a meeting who is in support of the person being interviewed, that individual will not be given access to KPU records nor entitled to seek any records in the matter, may not speak on behalf of the individual being interviewed, shall be bound by the terms of this Policy including the possibility of entering an agreement to ensure confidentiality of any information received during the meeting, and are expected to conduct themselves in a professional and respectful manner. Such discretion may be withdrawn by the Supervisor at any time.
- g. In the event that the student withdraws from the course before a decision is reached, fails to attend the meeting, declines to participate in a meeting, and/or chooses not to participate or fully cooperate in the Investigation after ten (10) business days of receiving notification of the alleged breach and being offered the opportunity to meet with the Supervisor, the Supervisor will proceed with the Investigation without the benefit of the Student's participation. In such a case, the Supervisor's decision will be based on the other information that they have gathered from other sources.

- h. If the student withdraws from the course before the meeting, the Supervisor will continue to proceed with the decision-making process as though the student has not withdrawn from the course. If it is determined at the end of the decision-making process that the student will receive a failing grade in the course, the W grade will change to an F grade.

*Decision from the Investigation*

- i. Within fifteen (15) business days of the completion of the Investigation, the Supervisor will send a decision letter to the Student, with a copy to the University Official, and to Student Records, by email. The decision letter will outline:
  - i. a description of the allegation(s)
  - ii. the Supervisor's findings regarding the allegation(s);
  - iii. the Supervisor's decision as to whether a Breach of Academic Integrity has occurred;
  - iv. the Grade Penalty assessed (if any). For clarity, if the Supervisor finds that there has been a Breach of Academic Integrity, the Supervisor may confirm the Grade Penalty assessed by the University Official (if any) or the Supervisor may assess and impose their own Grade Penalty or other resolutions, as determined by the Supervisor;
  - v. the resolutions imposed on the Student (if any), as described in section 3.e below, other than the Grade Penalty (if any);
  - vi. that the Supervisor has recommended a Suspension to the President for review under section 2.o of these procedures, if applicable; and
  - vii. the reasons for the decision, the resolutions (if any), and, if applicable, the recommendation under 2.o of these procedures.
  - viii. the outcomes for not completing the resolutions satisfactorily.
- j. In the event that the Supervisor finds that there has been no Breach of Academic Integrity and the University Official has assessed a Grade Penalty with respect to the applicable Academic Assessment, the Supervisor will direct the University Official to re-assess the Academic Assessment and issue a grade for the Academic Assessment to the Student in light of the finding that no Breach of Academic Integrity occurred.
- k. If the Supervisor determines a Breach of Academic Integrity has occurred, the Supervisor will determine what resolutions will be applied (with the exception of a Suspension, which, if recommended by the Supervisor, will be determined by the President pursuant to section B.2.o. of these procedures) by considering the following factors:
  - i. the nature and severity of the Breach of Academic Integrity;
  - ii. the impact of the Breach of Academic Integrity on the University community;
  - iii. the premeditated or deliberate nature of the Breach of Academic Integrity;
  - iv. whether the Student accepts responsibility for the Breach of Academic Integrity;
  - v. whether the Breach of Academic Integrity is an isolated incident or not; and
  - vi. any other mitigating or aggravating circumstances.



## *Resolutions*

- I. Students may receive more than one resolution for a Breach of Academic Integrity. Resolutions may include, but are not limited to:
  - i. receiving a Grade Penalty (which may be the Grade Penalty assessed by the University Official and confirmed by the Supervisor or an alternate Grade Penalty assessed and imposed by the Supervisor, at the Supervisor's discretion);
  - ii. receiving an academic penalty other than a Grade Penalty, including, but not limited to, failure of a course, removal from a research team, denial of admission, and/or a hold or cancellation of registration;
  - iii. writing a letter of apology;
  - iv. writing a reflection paper;
  - v. receiving a Suspension from the University by the President;
  - vi. participating in a Restorative Justice process:
    - 1) A Restorative Justice resolution process can be used provided that all parties harmed must mutually agree to the approach.
    - 2) The outcomes of the Restorative Justice process will be educative, reparative, non-punitive and based on the needs of those most affected.
    - 3) The details of the alleged or founded Breach of Academic Integrity and the resolution determined by the Restorative Justice resolution must be provided to the Student and the Supervisor in writing.
  - vii. any combination of the above.
- m. With the exception of a Grade Penalty or a Suspension, the Supervisor may assign a Grade Penalty if any of the assigned resolutions in B.2.I were not completed satisfactorily.
- n. Subject to section B.2.o of these procedures, a Supervisor can, at their discretion, apply the resolution(s) they deem appropriate in the circumstances, with consideration of the following guidelines for circumstances where it is determined that a grade penalty should be used as a resolution
  - i. For most first Breaches of Academic Integrity that have a grading implication, a standard grade-related resolution of a score of zero on the impacted assessment will be assigned.
  - ii. for most second Breaches of Academic Integrity that have a grading implication, whether it be in the same or a different course, a failing grade will be assigned to the course in which the second breach occurred.
- o. If the Supervisor deems it appropriate in the circumstances, the Supervisor may recommend to the President that the Student receive a Suspension. In this case, the Supervisor will submit to the President a memo recommending the Suspension along with the reasons for the recommended Suspension and a copy of the Supervisor's decision letter issued pursuant to section B.2.i. of these procedures. Upon considering the recommendation and hearing from the Student, the Supervisor, the University Official and any other party(-ies) the President determines appropriate, the President will send a decision letter to the Student by email regarding the Suspension, copied to the Supervisor.

That letter will outline the decision concerning the Suspension, and, if a Suspension has been instituted, the reasons for the Suspension, the length of the Suspension and any conditions to be completed to return to KPU after the term of the suspension.

- p. If a Suspension is instituted, the letter will be copied to the Registrar for placement on the Student's student record. If the President determines that a Suspension is not required, the Supervisor will determine what, if any, lesser alternative disciplinary resolutions are required and communicate that decision in writing to the Student.

### 3. Reconsideration of a Decision

- a. If new information becomes available, which was not available at the time the original decision was made, that could reasonably impact the original decision, a Student may request in writing to [appeals@kpu.ca](mailto:appeals@kpu.ca) that the original decision be reconsidered. The request must be submitted by the Student within six (6) months of receiving the original decision. The Supervisor and/or the President (in the case of a suspension) will re-review the original decision, taking into account the new information.

### 4. Appeal of a Decision

- a. Within six (6) months of receiving the original decision, a Student may appeal a decision of the Supervisor and/or the President in writing to [appeals@kpu.ca](mailto:appeals@kpu.ca) on the basis of procedural unfairness, which means that the established procedures were not followed or were improperly applied during the Investigation and/or decision-making process.
  - i. The Chair of the Senate Standing Committee on Appeals will review each request for eligibility based on procedural unfairness to determine whether the request will go before the Appeal Hearing panel.
  - ii. If the Chair of the Senate Standing Committee on Appeals deems that the claim to procedural unfairness is not merited, the Supervisor's and/or the President's original decision will be upheld. The Chair's decision is final and there is no further mechanism for appeal. The student will be informed of the decision.
  - iii. If the Chair of the Senate Standing Committee on Appeals determines the appeal is eligible to go before the Appeal Hearing Panel, a panel will be convened.
    - 1) All appeals under the Policy and these procedures will be subject to and will proceed in accordance with the published mandate of the Senate Standing Committee on Appeals and these procedures. Students seeking to file an appeal under the Policy and these procedures should refer to the Committee's mandate and these procedures prior to filing an appeal.
    - 2) Any decision of the Senate Standing Committee on Appeals in respect of a Student's appeal under the Policy and these procedures is final and there is no further right to appeal.
- b. A Respondent who is in continuing and professional studies courses may appeal a decision of the Director or designate and/or the President with the appeal process that will be published on the appropriate department website.

## 5. Records Retention

- a. Records created as a result of actions taken under the Policy and these procedures shall be marked as confidential, treated as confidential to the extent outlined in section 7 of the Policy, and managed in a centralized location as approved by the Office of the Provost.
- b. In addition, any record of resolutions resulting from a Breach of Academic Integrity under the Policy and these procedures will be included in the Student's student record held by the Office of the Registrar.

## D. RELATED POLICY

*IM8 Privacy*

*RS2 Integrity in Research and Scholarship*

*ST2 Student Academic Integrity*

DRAFT

Policy History
<b>Policy No.</b> ST3
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost & Vice President Academic
<b>Effective Date:</b> <del>June 26, 2023</del> <u>September 1, 2024</u>

## Grade Appeals Procedure

### A. DEFINITIONS

1. **Academic Assessment:** any instrument used for measuring a Student’s attainment of specified learning outcomes—e.g., assignments, examinations, tests, essays, projects, clinical and practicum performances, research, projects/papers.
2. **Course Grade:** the final grade a Student receives in a course at the University based on the evaluation of the Student’s Academic Assessments in that course.
3. **Disciplinary Faculty** A Faculty (see the definition of "Faculty" in Procedure GV9) that contains instructional units and offers academic programs leading to credentials. This can be contrasted with the Faculty of Graduate Studies and the Faculty of Educational Support and Development, which do not directly offer credentials.
- 3.4. **First Stage Appeal:** the first formal appeal by a Student of a Course Grade, initiated when a Student submits a completed [Grade Appeal Form](#) to the Office of the Registrar in accordance with the Policy and these procedures.
- 4.5. **Grade Appeal:** a formal appeal of a Course Grade by a Student conducted under the Policy.
- 5-6. **Grade Appeal Form:** [A form](#) that Students are required to complete and submit to the Office of the Registrar in order to initiate a grade appeal.
- 6-7. **Policy:** ST3 *Grade Appeals* Policy.
- 7-8. **Second Stage Appeal:** an appeal by a Student to the Senate Standing Committee on Appeals of a decision made pursuant to a First Stage Appeal.
- 8-9. **Student:** an individual who is registered in credit courses at the University or has commenced studies in non-credit courses at the University and has maintained their eligibility to register.
- 9-10. **University:** Kwantlen Polytechnic University.

## B. PROCEDURES

### 1. Information about the Grade Appeal process

- a. Prior to commencing a Grade Appeal, Students are encouraged to consult with an academic advisor in order to become better informed about the Grade Appeal process.
- b. Unless otherwise specified in the Policy and these procedures, all communication between the University and the Student appealing a Course Grade will be in writing.

### 2. Informal Resolution

Whenever possible and prior to initiating a Grade Appeal under the Policy and these procedures, the Student is encouraged to discuss their concern or question directly with their instructor and resolve the issue informally. The student may request assistance from their advisor for support in resolving their issue with their instructor.

### 3. First Stage Appeal

- a. A Student wishing to commence a Grade Appeal must obtain a [Grade Appeal Form](#) from the Student Enrolment Services website.
- b. The Grade Appeal Form requires a Student to:
  - i. provide information about the purposes, outcomes and grading criteria for the Course Grade, as applicable;
  - ii. describe which Academic Assessment(s) making up the Course Grade and which aspect(s) thereof is (are) being appealed;
  - iii. provide a rationale for the requested review of the Course Grade;
  - iv. provide details of any attempts to resolve the matter with the instructor prior to the initiation of the Grade Appeal;
  - v. submit a copy of any Academic Assessment(s) the Student is requesting be reviewed under the Grade Appeal; and
  - vi. submit the Grade Appeal Form and all of the above materials and information in a single, electronic file.
- c. A Grade Appeal that includes a request to review a group Academic Assessment may be filed by more than one Student. In such a case, each Student who is seeking a Grade Appeal must complete and submit a separate Grade Appeal Form.
  - i. For students who are involved in the group Academic Assessment but did not initiate a Grade Appeal, the Dean or designate [of the Disciplinary Faculty](#) will notify them and the students will have an opportunity to confirm if they wish to initiate a Grade Appeal.

- d. In order to initiate a Grade Appeal, a Student must submit the Grade Appeal Form and all documentation required by the Grade Appeal Form to the Office of the Registrar within twenty (20) business days after the issuance of a Course Grade.
  - i. If a Student is applying to graduate at the same time as they wish to file a Grade Appeal, the Student must submit a Grade Appeal Form and all required documentation to the Office of the Registrar before applying to graduate, regardless of the twenty (20) business day deadline.
  - ii. If a Student applies to graduate and a Grade Appeal is pending, the Student's application to graduate will not be approved until the Grade Appeal has concluded.
- e. The Office of the Registrar will forward the Grade Appeal Form to the appropriate [Dedisciplinary Faculty](#) Dean's Office once all required information has been provided by the Student. If the Grade Appeal Form and all required information are not submitted to the Office of the Registrar within the deadline stated above, the Grade Appeal will not be considered.
  - i. The deadline may only be extended in extraordinary circumstances by the Registrar or designate if additional information comes to light after the deadline that may, in the Registrar's or designate's opinion, be material and have an impact on the Grade Appeal.
- f. If the Registrar or the Dean or designate [of the Dedisciplinary Faculty](#) requires additional information from the Student in order to process the Grade Appeal, the Student must provide that information within ten (10) business days from the date the request for additional information is made to the Student or the Grade Appeal will be considered abandoned and the original Course Grade will stand. In such a circumstance, the remaining steps in these procedures do not apply (including in respect of any Second Stage Appeal), and the Grade Appeal is terminated upon the Registrar or the Dean or designate [of the Dedisciplinary Faculty](#) sending written notification to the Student.
- g. If, after the Dean or designate [of the Dedisciplinary Faculty](#) receives all requested information regarding the Grade Appeal from the Student, the Dean or designate [of the Dedisciplinary Faculty](#) determines that the Student's Grade Appeal does not raise an issue reviewable under the Policy (for example, if the appeal is in respect of a Course Grade which was issued as a result of a finding of a violation of academic integrity under *ST2 Student Academic Integrity*), the Dean or designate [of the Dedisciplinary Faculty](#) may dismiss the Grade Appeal upon providing written reasons to the Student. In such a circumstance, the remaining steps in these procedures do not apply (including in respect of any Second Stage Appeal), and the Grade Appeal is terminated upon the Dean or designate [of the Dedisciplinary Faculty](#) sending such written reasons to the Student.
- h. If, after the Dean or designate [of the Dedisciplinary Faculty](#) receives all requested information regarding the Grade Appeal from the Student, the Dean or designate [of the Dedisciplinary Faculty](#) determines that the Grade Appeal raises an issue reviewable under this Policy, the Dean or designate [of the Dedisciplinary Faculty](#) will notify the applicable instructor.
- i. Subject to a determination of the Dean or designate [of the Dedisciplinary Faculty](#) under section (h) above, the instructor will be requested by the Dean or designate [of the Dedisciplinary Faculty](#) to:

- i. verify whether or not an attempt was made by the Student to achieve resolution of the issue prior to the Grade Appeal being filed and whether the Academic Assessment(s) and grading criteria submitted by the Student is authentic, accurate and complete; and
  - ii. submit to the Dean or designate [of the Disciplinary Faculty](#) any instructional materials that were provided by the instructor to the Student and any other information the instructor considers relevant to the Grade Appeal.
- j. Once all of the instructor's materials related to the Grade Appeal have been received by the Dean or designate [of the Disciplinary Faculty](#), the Dean or designate [of the Disciplinary Faculty](#) must provide the Student with copies of all additional materials provided by the instructor. At this time the Student will be requested to verify that the materials submitted by both the Student and the instructor are authentic, accurate, and complete and the Student will be asked to respond to the materials submitted by the instructor. This response may be in writing or in person. The Student must respond to the Dean or designate [of the Disciplinary Faculty](#) within ten (10) business days from the date the request for the Student's response is made to the Student or the Grade Appeal will be considered abandoned and the original Course Grade will stand. In such a circumstance, the remaining steps in these procedures do not apply (including in respect of any Second Stage Appeal), and the Grade Appeal is terminated upon the Dean or designate [of the Disciplinary Faculty](#) sending written notification to the Student.

k. Review of the Course Grade

Once all information about the Grade Appeal is received by the Dean or designate [of the Disciplinary Faculty](#) from both the Student and the instructor and the Student has responded to the instructor's materials (within the required time periods outlined above), the Dean or designate [of the Disciplinary Faculty](#) will review the entire Grade Appeal package and:

- i. if the Dean or designate [of the Disciplinary Faculty](#) determines the Grade Appeal has no reasonable prospect of success, the Grade Appeal will be denied; or
- ii. if the Dean or designate [of the Disciplinary Faculty](#) determines there is a reasonable prospect of success:
  - 1) the Dean or designate [of the Disciplinary Faculty](#) will appoint one or more faculty members in the same or a related discipline from the University or from another institution to review the Academic Assessment(s) being appealed as soon as possible;
  - 2) if more than one reviewer is involved, the reviews must be done independently;
  - 3) the reviewer(s) will be provided with instructional materials (e.g., prompts, rubrics) and copies of the Academic Assessment(s) the Student wishes to have reviewed;
  - 4) all previous markings and grades and the Student's name (and any other identifying information) will be redacted from the work so that it is not visible to the reviewer(s);

- 5) the reviewer(s) will assess the Academic Assessment(s) and provide a grade for the Academic Assessment(s) to the Dean or designate [of the Dedisciplinary Faculty](#);
  - 6) the reviewer(s) will provide the Dean or designate [of the Dedisciplinary Faculty](#) with the grade for the Academic Assessment(s) as expeditiously as possible;
  - 7) where the parameters of the learning environment or the Academic Assessment(s) being reviewed cannot be accurately reviewed by the process provided for in these procedures (for example, lab and practice experience courses where individual safety is at risk), the Dean or designate [of the Dedisciplinary Faculty](#) will identify a reasonable review alternative; and
  - 8) based on the grade(s) provided by the reviewer(s) on the Academic Assessment(s) under review, the Dean or designate [of the Dedisciplinary Faculty](#) may, at his or her discretion, authorize a change to the Course Grade, which may be higher or lower than the original Course Grade, by submitting a *Grade Reporting Form* to the Office of the Registrar.
- I. As expeditiously as possible, the Dean or designate [of the Dedisciplinary Faculty](#) will report in writing to the Student and the instructor the results of the Grade Appeal pursuant to the review of the Course Grade as outlined in section 3.k above. This report will include the decision made by the Dean or designate [of the Dedisciplinary Faculty](#) respecting the Grade Appeal, including, if applicable, notification of any change to the Course Grade that the Dean or designate [of the Dedisciplinary Faculty](#) has authorized, and the reasons for the [Dean or designate's](#) their decision.

#### 4. Reconsideration of a Decision

- a. If new information becomes available, which was not available at the time the original decision was made, that could reasonably impact the original decision, a Student may request in writing to [appeals@kpu.ca](mailto:appeals@kpu.ca) that the original decision be reconsidered. The request must be submitted by the Student within six (6) months of receiving the original decision. The Dean or designate [of the Dedisciplinary Faculty](#) will re-review the original decision, taking into account the new information.

#### 5. Second Stage Appeal

- a. Within six (6) months of receiving the original decision, a Student may appeal a decision of the Dean or designate [of the Dedisciplinary Faculty](#) under a First Stage Appeal in writing to [appeals@kpu.ca](mailto:appeals@kpu.ca) on the basis of procedural unfairness, which means that the established procedures were not followed or were improperly applied during the Investigation and/or decision-making process.
  - i. The Chair of the Senate Standing Committee on Appeals will review each request for eligibility based on procedural unfairness to determine whether the request will go before the Appeal Hearing panel.
  - ii. If the Chair of the Senate Standing Committee on Appeals determines the appeal is eligible to go before the Appeal Hearing Panel, a panel will be convened.
    - 1) All Second Stage Appeals under the Policy and these procedures will be subject to and will proceed in accordance with published



mandate of the [Senate Standing Committee on Appeals](#) and these procedures. Students seeking to file a Second Stage Appeal under the Policy and these procedures should refer to the Committee's mandate and these procedures prior to filing a Second Stage Appeal.

- 2) Any decision of the Senate Standing Committee on Appeals in respect of a Student's Second Stage Appeal under the Policy and these procedures is final and there is no further right to appeal.

#### 6. Records Retention

- a. Records created as a result of actions taken under the Policy and these procedures shall be marked as confidential, treated as confidential to the extent outlined in section 3 of the Policy, and managed in a centralized locations as approved by the [Disciplinary Faculty](#) Dean's Office and the Office of the Provost.
- b. Decisions from any appeal under the Policy and these procedures will be included in the Student's record held by the Office of the Registrar.

### C. RELATED POLICIES

IM8 *Privacy*  
ST3 *Grade Appeals*



Policy History
<b>Policy No.</b> ST11
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> <del>May 12, 2023</del> September 1, 2024

## Attendance and Participation in Courses Policy

### A. CONTEXT AND PURPOSE

To clarify expectations for courses where achievement of course learning outcomes require attendance and participation; and to guide interventions that support student success.

### B. SCOPE AND LIMITS

This policy is intended for students enrolled in:

1. Courses that are structured to simulate a workplace or job environment;
2. Courses that are structured with activities and/or assignments that require students to work in groups to meet the course learning outcomes.
3. Courses that are structured so that students' participation contributes both to their own learning and the learning of others.

For students in master's degree programs, the expectations for courses where achievement of course learning outcomes require attendance and participation will be stipulated in the Faculty of Graduate Studies' general regulations.

### C. STATEMENT OF POLICY PRINCIPLES

1. All students are expected to have regular and punctual attendance in their classes (including lectures, seminars, laboratories, tutorials, etc.) Students will accept personal responsibility for their attendance and participation.
2. Attendance and participation expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.
3. It is the student's responsibility to know that certain courses may require enhanced participation that is evaluated and assessed as part of successfully meeting their learning outcomes. Any attendance and/or participation requirements that affect a student's grade must be explicitly stated by the instructor in the course presentation.

4. This policy addresses students who consistently do not meet their attendance and participation obligations as group or team members in courses where this is a requirement without prior arrangements being made.
5. Whenever possible, the instructor and the student will attempt informal resolution to resolve matters relating to unsatisfactory attendance and participation in a course. If this does not lead to a mutually satisfactory resolution, the instructor has the option of developing a Learning Contract together with the student (see ST11 Procedures).
6. This policy does not address situations in which students are absent in all classes during the semester. Such situations may result in failure of the course.

## **D. DEFINITIONS**

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

## **E. RELATED POLICIES & LEGISLATION**

*ST3 Grade Appeals*

## **F. RELATED PROCEDURES**

*ST11 Attendance and Participation in Courses*

Policy History
<b>Policy No.</b> ST12
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Provost and Vice President Academic
<b>Effective Date:</b> <del>May 29, 2023</del> <u>September 1, 2024</u>

## Academic Renewal Procedure

### A. DEFINITIONS

1. **Academic Advisor:** University staff that are available to guide students in selecting and planning effective programs of study for credential completion, career training and university transfer through individual appointments, as well as to provide referrals to other members of the university community.
  
2. **Grade Point Average (GPA):** A weighted average calculated by multiplying the grade points for a course by the number of semester credit hours assigned to that course, adding those values for a set of courses, and dividing the result by the total number of semester credit hours for those courses. A separate GPA is calculated for each academic level that includes only courses designated at that academic level. The transcript will reflect each level separately if appropriate.
  
3. **Institutional Cumulative Grade Point Average (Institutional CGPA):** The GPA calculated for all courses taken at KPU.

### B. PROCEDURES

1. **Roles & Responsibility**
  - a. The Office of the Registrar is responsible for:
    - i. Receiving requests for academic renewal eligibility,
    - ii. Consulting with the appropriate Graduate Studies Committee on requests relating to graduate studies.
  - b. The Registrar or designate is responsible for:
    - i. Reviewing academic renewal requests for eligibility and issuing a decision.

## 2. Eligibility

a. A student who meets all of the following criteria may apply in writing to the Office of the Registrar ([registrar@kpu.ca](mailto:registrar@kpu.ca)) to have grades earned for all courses taken previously at KPU (including those for which a passing grade was earned) removed from their Institutional CGPA:

i. student has not been registered in classes at KPU for a minimum of two (2) years since their last term of study,

ii. student had an institutional CGPA of:

1) less than 2.00 at the end of the last term of attendance, for all Senate-approved programs except master's degree programs.

2) less than 3.00 at the end of the last term of attendance, for all Senate approved master's degree programs.

iii. student's request is accompanied by an Academic Renewal Plan, endorsed by an Academic Advisor.

## 3. Conditions

- a. Academic renewal will only be granted once.
- b. Courses that have been excluded from Institutional CGPA calculation as a result of an approved academic renewal request cannot be used to meet admission requirements, pre-requisite requirements or to fulfill graduation requirements.
- c. Students who have graduated are not eligible for academic renewal.
- d. The decision of the Registrar or designate will be final.

## 4. Process

- a. Prior to requesting academic renewal, students will consult with an Academic Advisor and establish an Academic Renewal Plan that will help them successfully complete their academic goals at KPU. The following additional resources are also available to help students succeed at KPU:
  - i. [Current Students, Programs & Courses | KPU](#)
- b. To request academic renewal, a student must apply in writing to the Office of the Registrar ([registrar@kpu.ca](mailto:registrar@kpu.ca)) at the time of re-admission to the University or within the first semester of returning to the University.
- c. Once the Registrar or designate grants an academic renewal request, the grades assigned for all courses taken at KPU in the term(s) specified (including those for which a passing grade was earned) will no longer be used in calculating Institutional CGPA. The courses and grades will remain on the student's permanent academic record and will appear on unofficial and official transcripts, with a note that academic renewal was approved.
- d. Other post-secondary institutions may or may not recognize Academic Renewal, and may include courses approved for Academic Renewal at KPU in GPA calculations when determining eligibility for transfer from KPU.

## C. RELATED POLICIES

DRAFT

Policy History
<b>Policy No.</b> ST13
<b>Approving Jurisdiction:</b> Senate
<b>Administrative Responsibility:</b> Vice President Students
<b>Effective Date:</b> <del>September 1, 2023</del> September 1, 2024

## Course Withdrawal Procedure

### A. DEFINITIONS

1. **Academic Advisor:** University staff that are available to guide students in selecting and planning effective programs of study for credential completion, career training and university transfer through individual appointments, as well as to provide referrals to other members of the university community
2. **Add/drop period:** the period at the beginning of each term during which students can make registration adjustments to their schedule by adding or dropping courses. If a course is dropped during this period there is no record of the enrolment activity on their transcript.
3. **Voluntary Withdrawal (W):** the process for a student to formally withdraw themselves from classes after the end of the add/drop period of the registration cycle, up until the established withdrawal deadline for the term. A 'W' grade is GPA neutral.
4. **Withdrawal Under Extenuating Circumstances (WE):** approved withdrawal from courses or programs past the published voluntary withdrawal deadline. A 'WE' grade is GPA neutral.

### B. PROCEDURES

1. There are a variety of reasons why a student may wish to withdraw from their studies. Before doing so, students should seek support to help determine the impact of a voluntary withdrawal or withdrawal under extenuating circumstances:
  - a. Students are first encouraged to speak with their instructor about strategies or possible options for successfully completing their studies (i.e. an extended deadline, Incomplete Grade Contract, etc.). For additional academic resources, students may wish to seek assistance from the Learning Centres. Students experiencing barriers due to disabilities are encouraged to contact Accessibility Services.

- b. Students should discuss their situation with an Academic Advisor to see how withdrawing may impact their academic goals.
  - i. International students should discuss their situation with International advising on how withdrawal may impact their permits and other relevant Immigration, Refugees and Citizenship Canada (CIC) requirements.
- c. Students seeking support with coping strategies may wish to speak to a counsellor.
- d. Recipients of student loans and university- and donor-funded student awards are advised to consult with Student Awards and Financial Assistance to determine whether there may be an impact on their student loan or award status, and whether assistance may be available to help avoid potential financial hardship or penalties.
  - i. Indigenous students who are receiving sponsorship should check with their local Nation for guidance to ensure withdrawal does not affect their sponsorship standing.
  - ii. Students who receive funding or awards governed and/or administered by organizations and associations external to KPU, including but not limited to research, innovation grants and fellowships, should consult with the Faculty of Graduate Studies to determine whether there may be an impact on their funding status.
- e. Withdrawal grades are a reflection of the enrolment activity that has occurred, therefore requests to have a withdrawal grade removed from a student's academic record will not be considered. Only in the case of an alleged error made by the university would removal of a withdrawal grade be considered.
- f. In accordance with the Procedures associated with Policy AC4 Student Evaluation and Grading, all grades are recorded on the student's academic record. If a course that previously received a grade of W or WE is repeated, the higher grade will be used to compute grade point averages and to determine academic standing. Normally, a course may not be repeated more than once.
- g. To ensure student academic records are maintained with a standard of fairness and consistency, oversight for the approval and issuance of a W or WE grade resides with the University Registrar.

## 2. Voluntary Withdrawal (W)

- a. After the Add/Drop period students may no longer drop courses and have them omitted from their academic record. Students may voluntarily withdraw after the end of the add/drop period and before the voluntary withdrawal deadline for a term and receive a grade of 'W' on their record that is GPA neutral.
  - i. Procedures related to voluntary withdrawal are established and administered by the University Registrar and/or designate(s).
  - ii. Students may voluntarily withdraw from classes after the end of the add/drop period of the registration cycle up until the voluntary withdrawal deadline for a term.
  - iii. Voluntary withdrawals are permitted until the last day of classes for the term. Voluntary withdrawal deadlines for each term will be posted in KPU's online Registration Guide.



- iv. Students may not voluntarily withdraw from a course after the voluntary withdrawal deadline has passed.
- v. Students are responsible for familiarizing themselves with the stated withdrawal deadline for the term and are expected to voluntarily withdraw themselves online if seeking a course withdrawal for any reason before the stated deadline.
- vi. Tuition fee adjustments will not be issued for courses from which a student has voluntarily withdrawn. Policy, procedure and deadlines related to KPU tuition and fees are outlined in FM8, *Student Tuition and Fees*.
- vii. A voluntary withdrawal appears as a 'W' grade on a student's official transcript and is GPA neutral.
- viii. If a student remains registered in a course after the voluntary withdrawal deadline, a final grade for the course will be assigned based on the work completed within the term.

### 3. Withdrawal Under Extenuating Circumstances (WE)

#### Student-initiated

- a. Circumstances that are unexpected, extenuating, or beyond the student's control, that arose *after* the stated voluntary withdrawal deadline, or that prevented a student from withdrawing *before* the stated withdrawal deadline, will be considered for a withdrawal under extenuating circumstances. Students may request a WE grade only after the voluntary withdrawal deadline for the term has passed, and are encouraged to discuss their situation with an academic advisor prior to requesting for a WE.
  - i. Requests for WE are considered by the University Registrar and/or their designate(s).
  - ii. WE will not be considered on academic grounds.
  - iii. WE information and related forms are maintained by the Office of the Registrar and are available online or in-person at Student Enrolment Services.
  - iv. WE requests may be submitted following the voluntary withdrawal deadline, up to 45 days after the end date for the term. Students wishing to submit a request following this deadline must indicate in writing the reasons for requesting a WE, in addition to any supporting documentation.
    - 1) A retroactive WE request may be submitted where circumstances did not allow for a timely WE application. Students wishing to submit a request for a retroactive WE beyond the WE application deadline (45 days after the end date for the term) must submit a personal statement in writing indicating the reasons why a WE application was not made by the stated deadline, and provide supporting documentation. A retroactive WE request may be considered up until such time as a student's credential has been conferred.
    - 2) A retroactive withdrawal will only be considered in extenuating personal circumstances such as a serious physical or mental illness, injury or condition, death of a family member, or similar reasons

beyond the student's control which prevented a voluntary withdrawal or the successful completion of the term.

- v. Typically, only complete withdrawals from all courses within the term will be considered. The University recognizes, however, that in rare circumstances a partial withdrawal may be appropriate. Students requesting a partial withdrawal will be required to provide a personal statement in writing indicating the reasons for requesting a partial withdrawal, in addition to supporting documentation that is relevant to the request. The submission should outline why the student was unable to withdraw from the relevant class(es) during the voluntary withdrawal period or how the exceptional circumstance were specific to the class(es) in question. A partial WE will not be considered on academic grounds.
- vi. Approval of a WE will not typically result in a tuition fee adjustment. Refund procedures related to KPU tuition and fees are outlined in FM8, *Student Tuition and Fees*.
- vii. All documentation submitted must specifically support the WE request.
- viii. Documentation in support of medically-related WE requests must include KPU's Health Care Provider Statement (available on the Student Enrolment Services forms webpage).
- ix. Required documentation may include, but is not limited to:
  - 1) KPU's Health Care Provider Statement (accompanied by any other relevant documentation in support of the request)
  - 2) Death certificate or an obituary from an authoritative source
  - 3) Supporting information from a counsellor, instructor, accessibility advisor, or Indigenous Elder
- x. Required documentation that is not in English must be translated by a certified translation service.
- xi. Students are responsible for ensuring they are aware of all rules, regulations and deadlines related to withdrawal from courses. Grounds for a WE request that will not be considered include, but are not limited to:
  - 1) Lack of awareness of the University's deadlines or policies
  - 2) Technical issues
  - 3) Anticipated poor grade in the course or if the course has been completed with a passing grade
  - 4) Having a chronic medical condition for which unexpected circumstances have not been demonstrated
  - 5) Personal convenience (including travel plans or attending family functions)
  - 6) Employment circumstances
  - 7) Deciding to attend another institution

- xii. The University will endeavor to consult with parties that have information material to the student's WE request.
  - xiii. The University will endeavor to review WE requests within 20 working days of receipt of a complete submission.
  - xiv. Students will receive notification in writing regarding the outcome of their WE request.
- b. Reconsideration of a Decision
- i. If new information becomes available, which was not available at the time the original decision was made, that could reasonably impact the original decision, a Student may request in writing to [appeals@kpu.ca](mailto:appeals@kpu.ca) that the original decision be reconsidered. The request must be submitted by the Student within six (6) months of receiving the original decision. The Registrar will re-review the original decision, taking into account the new information.
- c. Appeal of a Decision
- i. A Student may appeal a decision regarding the WE request in writing to [appeals@kpu.ca](mailto:appeals@kpu.ca) within six (6) months of receiving a decision regarding the WE request on the basis of procedural unfairness, which means that the established procedures were not followed or were improperly applied during the adjudication and/or decision-making process.
    - 1) The Chair of the Senate Standing Committee on Appeals will review each request for eligibility based on procedural unfairness to determine whether the request will go before the Appeal Hearing panel.
    - 2) If the Chair of the Senate Standing Committee on Appeals deems that the claim to procedural unfairness is not merited, the Registrar's original decision will be upheld. The Chair's decision is final and there is no further mechanism for appeal. The student will be informed of the decision.
      - a) All appeals under the Policy and these procedures will be subject to and will proceed in accordance with published mandate of the [Senate Standing Committee on Appeals](#) and these procedures. Students seeking to file an appeal under the Policy and these procedures should refer to the Committee's mandate and these procedures prior to filing an appeal.
      - b) Any decision of the Hearing Panel in respect of a Student's appeal under the Policy and these procedures is final and there is no further right to appeal.
- d. Records Retention
- i. Records created as a result of actions taken under the Policy and these procedures shall be marked as confidential, and managed in a centralized location as approved by the Office of the Registrar.

### **University-initiated**

- e. In the following situations, the University may apply a 'WE' grade for the applicable course(s) as a measure for safeguarding the student's academic standing:

- i. In the event of the death of a student prior to the completion of the term where an Aegrotat (AE) grade is not deemed suitable.
- ii. Where, through KPU's Behaviour Intervention Team (BIT), the University identifies a concern for the safety, security or wellbeing of a student and/or the community, resulting in a student taking a leave from their studies.
  - ii. Once the BIT has concluded its investigation, it will make a recommendation to the Vice President, Students, which may include a University-initiated WE.
  - iii. Policy, procedure and deadlines related to KPU tuition and fees are outlined in KPU Policy FM8, *Student Tuition and Fees*. Where appropriate, and on the recommendation of the Vice President, Students, KPU Policy FM8 may be set aside in cases of University-initiated WE's so that a refund or reversal of tuition and fees can occur.

## C. RELATED POLICIES

AC4 *Student Evaluation and Grading*

FM8 *Student Tuition and Fees*

IM8 *Privacy*

[ST1 Student Awards](#)

ST6 *Academic Standing* ~~(draft working title)~~

ST7 *Student Conduct (Non-Academic)*

ST11 *Attendance and Performance in Semester and Other Term Based Courses*

ST13 *Course Withdrawal Policy*

**SENATE**  
**Agenda Item: 12**  
**Meeting Date: April 22, 2024**  
**Presenters: Donna Danielson**

**Chairs' Report to Senate**  
**Program Review**  
**March 20, 2024**

March was less busy for SSCPR with the Chair supporting programs' work on their reports. The Chair opened the meeting with a territorial acknowledgement. She provided an update on the status of SSRs, Site Visits/ERRs & QAPs. The committee approved/applauded History for completion of their Second (and final) Annual Follow-up Report. Reviewers engaged in fulsome discussion to support Non-Governmental Organizations (NGO) and Nonprofit Studies' Self Study Report (SSR). The Committee approved the SSR, pending substantial revisions based on the discussion with support from the Chair. The Associate Vice President, Planning & Accountability, Lori McElroy, reviewed proposed changes to Policy AC3 (for standardization of all programs to undergo PR in 5-yr cycles, with timeline extension to two years for completion of QAP, i.e., 7 years total). Lori McElroy ended the meeting with the Manager's Report (on behalf of OPA's Manager of QA) on about 40 active programs at varied stages.

**Summary of SSCPR's Current Work**

	Progress of SSCPR work for AY 2023-2024								
	<u>SEPT</u> <u>2023</u>	<u>OCT</u> <u>2023</u>	<u>NOV</u> <u>2023</u>	<u>JAN 2024</u>	<u>FEB</u> <u>2024</u>	<u>MAR</u> <u>2024</u>	<u>APR</u> <u>2024</u>	<u>MAY</u> <u>2024</u>	<u>JUNE</u> <u>2024</u>
<i>Program Reviews launched:</i>	4	0	Plan: 3-4 in Dec	5	0	0			
<i>PR Reports approved:</i>	6	3	3	3	2	2			
<i>Program Reviews completed:</i>	3* QAPs	1 QAP	0 QAP	0 QAP	0 QAP + 2*	0 QAP			
<i>Final AFR approved</i>	1	0	1	1	1	1			

\*JAN Update: Two QAPs are not fully approved, pending completion of amendments required by SSCPR;

\*FEB Update: Two outstanding QAPs were approved by Chair & signed by Dean/Provost

**External Review Reports Approved:**

Geography's Site Visit completed Nov 30; ERR approved

Journalism's Site Visit completed Feb 1-2; Asian Studies completed Feb 28-29

**Quality Assurance Plans (QAPs) Approved in 2023/24 Academic Year (AY):**

1. Political Science QAP (approved June/Submitted)
2. Creative Writing QAP (approved Sept/Submitted)
3. Language and Culture QAP (approved Sept/Submitted)
4. Physics for Modern Technology QAP (approved Oct/Submitted)
5. Brewing & Brewing Operations QAP (approved Oct/Submitted)

**Annual Follow-up Reports (AFRs) on QAP Progress Approved this month:**

1. History's Second/Final Annual AFR

Note: Sustainable Agriculture AFR was due Nov 2023 – extension granted by Chair)

**Additional Support to Programs with Overdue Self-Study Reports (SSRs):**

- Reviewed delays in Program Review timelines for following programs:
  - English Upgrading SSR (due in May 2023; Support from Dean/Provost)
  - **Technical Management and Services SSR (planned for Sept 2023, extension granted, SSR submitted for Feb mtg; currently in progress for extensive revisions)**
  - **Fine Arts SSR (resolved/revised SSR submitted/revised & approved by Chair)**
  - **Economics SSR (Started Oct 2022; SSR submitted/revised & in progress for May)**

**Program Reviews Planned for 2023/24 AY (i.e., to Start in Fall 2023 or Spring 2024):**

- Operations and Supply Chain Management (Launched Fall 2023)
- Marketing (Launched Fall 2023)
- Computer Aided Design & Drafting (Launched Jan 2024)
- Entrepreneurial Leadership – (Launched Jan 2024)
- Nursing (BSN) (Launched Jan 2024)
- Nursing – Advanced Entry (BSN-AE) (Launched Jan 2024)
- Traditional Chinese Medicine (Launched Jan 2024)
- Policy Studies (Provost granted extension to April 2024; attended Curriculum Mapping)
- Green Business Management & Sustainability (Launched – Delayed per Provost)
- Global Business Management (Launched – Delayed per Provost)
- Legal Administrative Studies (Provost granted extension to Spring, 2024 – no update)
- Indigenous Studies (Planning to launch in 2024 – no update)
- Sociology (Planning to launch in 2024 – no update)

## SENATE

**Agenda Item: 14**

**Meeting Date:** *Monday, April 22, 2024*

**Presenter:** *Andhra Goundrey*

### **Chair's Report to Senate Senate Standing Committee on Teaching and Learning March 21, 2024**

The March SSCTL meeting focused on two primary issues of discussion (1) Improving accessibility by auto-captioning Kaltura media, and (2) Criteria for courses being added to the Pathway (follow-up on earlier Pathway Working Group reporting, in collaboration with SSCC).

#### **Accessibility/Auto-Captioning**

An accessibility review of KPU's learning technologies included the recommendation to turn on auto-captioning of Kaltura videos. Because of inaccuracies in auto-generated captions, full accessibility of video content would also require faculty to edit captions/transcripts. The committee emphasized support for key accessibility initiatives, alongside the need for further information on (1) impact on faculty workload, and (2) potential impacts on students using Kaltura for course assignments, and (3) whether individuals could turn off/opt-out of auto-captions if they are turned off by default. The committee looks forward to further discussion on this important topic at a future meeting.

#### **Criteria for Adding Courses to the Pathway**

Earlier work from the Pathway Working Group emphasized the need to have a more robust assessment procedure for courses seeking the Pathway attribute; while this work is primarily carried out by SSCC, SSCTL is working in collaboration to provide advice on relevant criteria.

BUSI 1115, a course seeking the Pathway Attribute for the upcoming academic year, was assessed using draft criteria from the Pathway Working Group. This process led to two distinct outcomes:

- (1) A motion to recommend that SSCC approve BUSI 1115 (Interpersonal Skills and Self-Management) as Pathway Course (Level 3) for the 2024/25 Academic Year.

(2) A decision to further discuss potential criteria for Pathway Courses, particularly related to how these might be assessed at a course outline/curricular level. This discussion will continue at the next SSCTL meeting, with the purpose of providing advice to SSCC.



## SENATE

**Agenda Number:** 16.1

**Meeting Date:** April 22, 2024

**Presenter(s):** Nadia Henwood

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**AGENDA TITLE:** Election: Vice-Chair of Senate

**ACTION REQUESTED:** Information

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### Context and Background

University Act, Section 42:

The senate shall make and publish all rules necessary and not inconsistent with this Act in respect of nominations, elections and voting, and the registrar shall conduct all elections as are required.

Senate Bylaw 4.01:

Each year at the April meeting, voting members of the Senate will elect a Vice-Chair from within the Senate's voting membership.

### Key Messages

1. The term of office for the 2024/25 election of Senate Vice Chair begins September 1, 2024 and ends August 31, 2025.
2. Any Senator whose Senate term is concurrent with the term for which a Vice-Chair of Senate is being elected is eligible to be nominated.

### Consultations

On March 18, 2024, Senate was informed of the upcoming election.

### Attachments

1. Vice-Chair of Senate Job Duties
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### Submitted by

Nadia Henwood, University Registrar and Secretary of Senate

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**Date submitted**

April 10, 2024

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## POSITION DESCRIPTION: VICE-CHAIR, SENATE

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**DATE: November 26, 2012**

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### GENERAL ACCOUNTABILITIES

1. In accordance with the *University Act*, the Vice Chair substitutes for the President in the role of Chair at Senate meetings which the President cannot attend. The Vice Chair also assists the Chair with duties associated with Senate role.
2. The Vice Chair acts as liaison between Faculty Councils, Faculty, Senate Standing Committees and Senate and where requested, Board of Governors, and ensures that Chair has clear overview of the matters under discussion at any particular time, and:
  - 2.1. Attends Faculty of the Whole meetings and Faculty Council meetings as required and,
  - 2.2. Attends all Senate meetings and various Senate Standing Committees meetings which deal with the detail of the matters arising from Senate.
  - 2.3. Where appropriate, acts as Chair to a Senate Standing Committee if the elected Chair is unavailable.
  - 2.4. Provides important information to the Standing Committees about any relevant discussion which has taken place at Senate itself. Prepares for meetings by reviewing materials, research and provides input as required during committee meetings.
  - 2.5. Acts as conveyer of information and processes between standing committees and other committees, i.e. working groups and task forces of Senate, where information cannot be conveyed in writing. Understands relevant background information and understanding of context which can only be gained through full immersion in governance and related processes. Maintains a high level of confidentiality as required.
  - 2.6. Acts as the faculty first point of contact for Senate. Discerns where and to whom to direct queries/requests/concerns and provide direction with respect to next steps. In many instances not only troubleshoots or directs, but also deals directly with issues.
  - 2.7. Troubleshoots issues between faculty and Senate and Faculties and Faculty Councils. Works with individuals to mitigate said issues. Advises Faculty Councils as to how other faculty councils are dealing with specific issues.
3. The Vice Chair liaises with the Office of the Provost with regard to emerging academic matters and policy development with regard to the process of discussion by appropriate Senate Standing Committees and Senate.
4. In conjunction with the Secretariat, the Vice Chair ensures that changes to course outlines approved by SCC have been made, and signs off accordingly.

5. In conjunction with the Secretariat and the Office of the Provost, the Vice Chair develops and offers orientation sessions to new Senate members.
6. When suggestions are put forward by Senate to develop new standing committees, the Vice Chair undertakes research to determine best practices and brings forward recommendation to Senate Governance Committee. As required, the Vice Chair deals with issues that arise.
7. The Vice Chair liaises with, and participates in external institutional Senate panel discussions and retreats in order to share ideas, discuss common issues and benefit from each other's experiences.

## SENATE

**Agenda Number:** 16.2

**Meeting Date:** April 22, 2024

**Presenter(s):** Nadia Henwood

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**AGENDA TITLE:** Spring Election Report

**ACTION REQUESTED:** Information

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### Context and Background

The University Act Sec 16 (1) states: The registrar must report the results of the election to the senate at its first meeting following the election.

### Senate Election Results, April 10, 2024

#### Faculty Results

Faculty of Arts	Mike Larsen ( <i>Acclaimed</i> ) Tara Lyons ( <i>Acclaimed</i> ) Term: September 1, 2024 - August 31, 2027
Faculty of Educational Support & Development	Celia Brinkerhoff ( <i>Acclaimed</i> ) Term: September 1, 2024 - August 31, 2027  1 seat – no candidate Term: September 1, 2024 – August 31, 2027 <i>Senator Iwanchuk has agreed to remain in the vacant seat until the fall by-election</i>
Faculty of Science	Allyson Rozell ( <i>Acclaimed</i> ) Term: September 1, 2024 – August 31, 2027
Melville School of Business	No Candidate Term: September 1, 2024 – August 31, 2027 <i>Senator Carpenter has agreed to remain in the vacant seat until the fall by-election</i>
Wilson School of Design	No Candidate Term: September 1, 2024 – August 31, 2027 <i>Senator Cober has agreed to remain in the vacant seat until the fall by-election</i>

**Support Staff Results**

Jenna Smith (*Elected*)  
Term: September 1, 2024 – August 31, 2027

**Student Results**

Jasnoor Bassi (*Elected*)  
Term: September 1, 2024 – August 31, 2025

Hardik Kansal (*Elected*)  
Term: September 1, 2024 – August 31, 2025

Jashanpreet Singh (*Elected*)  
Term: September 1, 2024 – August 31, 2025

Khushi Tiwana (*Elected*)  
Term: September 1, 2024 – August 31, 2025

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**Board of Governors Results, April 10, 2024**

**Faculty Results**

Joe Vosburgh (*Elected*)  
Term: September 1, 2024 - August 31, 2027

**Support Staff Results**

Kim McGill (*Elected*)  
Term: September 1, 2024 - August 31, 2027

**Student Results**

Amrit Chahal (*Elected*)  
Term: September 1, 2024 – August 31, 2025

Mehtoj Ghuman (*Elected*)  
Term: September 1, 2024 – August 31, 2025

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**Submitted by**

Nadia Henwood, Chief Returning Officer

**Date submitted**

April 10, 2024

## SENATE

**Agenda Number:** 16.3

**Meeting Date:** April 22, 2024

**Presenter(s):** Nadia Henwood

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**AGENDA TITLE:** Approval of Graduates

**ACTION REQUESTED:** Motion

**RECOMMENDED RESOLUTION**

**THAT Senate approves the list of graduates to April 22, 2024.**

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### Context and Background

University Act, Section 7: The roll of the convocation must be continued and kept up to date by the registrar.

University Act, Section 9.2: The senate may add names to the roll of the convocation under section 5, (Composition of convocation)

### Attachments

1. Graduates for Senate Approval – April 22, 2024
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### Submitted by

Nadia Henwood, Associate Vice President, Enrolment Services Registrar and Secretary of Senate

### Date submitted

16-April-2024

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# Graduates for Senate Approval

**SENATE MEETING: April 22, 2024**

## **Graduates from the Faculty of Arts**

Diploma

Diploma in General Studies

**Arshdeep Singh**



## SENATE

**Agenda Number:** 17.1

**Meeting Date:** April 22, 2024

**Presenter(s):** Tony Kirschner (*Partner, Leaders International*)

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**AGENDA TITLE:** *DRAFT PRESIDENTIAL CANDIDATE PROFILE*

**ACTION REQUESTED:** Discussion

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### COMMITTEE REPORT

For Secretariat Use Only

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#### Context and Background

Leaders International, the search firm responsible for KPU's upcoming presidential search process, has been gathering feedback from the KPU community over the past few months on what folks would like to see in a new president to help inform the required leadership attributes, experiences, and qualifications needed to be successful in the role.

#### Key Messages

1. The feedback from these sessions has been consolidated and themed, and incorporated into a draft candidate profile.
2. Key themes from the sessions include a focus on social justice, health and wellness, sustainability, the student and employee experience, as well as the need for someone with an academic background that also understands how a business operates. There was also a strong desire for a president who engages in Town Halls or Summits, and is a visible member of both the campus community as well as the broader business, industry, and local communities.
3. As per HR22 – Presidential Search Advisory, Appointment and Re-appointment Procedure, Senate will review, provide advice, and make a recommendation to the Board on the draft profile. The intention of this meeting is to gather final feedback from Senate on the draft profile before it goes back to the Board for final approval. Some Senate members may have already shared their feedback through the Town Hall process.

#### Resource Requirements

N/A

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## **Implications/Risks**

N/A

## **Consultations**

1. February 6<sup>th</sup> – In-person Town Hall on Langley Campus, open to everyone
2. February 7<sup>th</sup> – Presidential Search Advisory Committee Meeting
3. February 22<sup>nd</sup> – Online Town Hall, open to students
4. March 5<sup>th</sup> – Kwantlen Faculty Association (KFA) Meeting
5. March 5<sup>th</sup> – In-Person Town Hall on Surrey Campus, open to everyone
6. March 6<sup>th</sup> - Indigenous Advisory Committee Meeting
7. March 9<sup>th</sup> – Online Town Hall, open to Faculty
8. March 13<sup>th</sup> – In-person Town Hall on Richmond Campus, open to everyone
9. March 13<sup>th</sup> – Vice Presidents Meeting
10. March 18<sup>th</sup> – Online Town Hall, open to staff and admin employees
11. March 27<sup>th</sup> – Board of Governors Meeting

The BCGEU were also invited to have a dedicated meeting, but did not respond to the request.

## **Attachments**

1. KPU President Consultation Summary Key Themes
2. Draft Candidate Profile

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## **Submitted by**

Melissa Tomkins, Divisional Business Manager, Human Resources

## **Date submitted**

April 11<sup>th</sup>, 2024

## KPU President Search – Consultation Summary | Key Themes

### Social Justice

- The university is on a great path in regard to EDI, decolonization, and reconciliation, and it has been well supported by the Board and leadership; it is important that this momentum is not lost, and that EDI and Indigenization are properly embedded to KPU's policies and processes
- Indigenous education and indigeneity are not part of an EDI unit – it is separate and distinct; Indigenous students need to see themselves at KPU, and not have the gathering place(s) tucked away in a corner; some policies are barriers; there should be days where Indigenous peoples can go back to their communities, for ceremonies, for council meetings, etc.

### Students

- Students have noted that there are limited campus food options available, and that the array of services available to students could be better communicated, especially for international students
- President should be present and communicative, participating in regular Town Halls / Summits

### Sustainability

- The university has grown continuously over the last decade, and care must be taken to ensure that administrative systems can support the growth, and that wellness of staff and faculty is ensured
- KPU is a great position now, and is in an excellent position to get to the next level; cost structures are solid and there is less administrative bloat than other institutions
- There is a dependency on tuition revenue for sustainability – diversifying revenue would be nice; BC has a growing SME community which fits well with WIL and co-op opportunities; President should also focus on environmental and operational sustainability, not just financial

### Institutional / Community Focus

- KPU should serve its region, and focus on those students and relationships within community; the large influx of international students puts the institution in a risk position; the President should be a visible figure in building those relationships with various communities
- The President needs to understand what a polytechnic university is, and that KPU thrives as an open-access, teaching-intensive university – how do you fold research into KPU in the right way? The polytechnic piece is KPU's differentiator, and they should be proud of it
- Small class sizes are critical as one of KPU's signatures; increasing class sizes will diminish quality

### President Qualities

- Ethical leadership and integrity; transparency, humility, approachable, and accountable
- Enthusiastic, energetic, high emotional intelligence, open-minded, forward-thinking
- Consultative and inclusive – open, but not afraid to be directive when needed – courageous
- A true passion for education and respect for faculty to deliver education
- Should be an academic who worked their way up – understand students, research, faculty, etc.
- Values employees and retention – staff and faculty have a lot of choices in the region
- Strong understanding of governance is important

# Leaders

INTERNATIONAL

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Executive Search

VANCOUVER

EDMONTON

CALGARY

SASKATOON

WINNIPEG

TORONTO

OTTAWA

MONTREAL



OPPORTUNITY PROFILE **PRESIDENT**



the right people

## KWANTLEN POLYTECHNIC UNIVERSITY | PRESIDENT

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## THE ORGANIZATION

## KWANTLEN POLYTECHNIC UNIVERSITY

Kwantlen Polytechnic University (“KPU”) is an innovative, transformative, and ambitious post-secondary institution. As a leading Canadian polytechnic university, KPU’s takes pride in combining academic excellence with practical, hands-on, and experiential learning opportunities that prepare its graduates for successful and rewarding careers, while also providing them with the critical understanding necessary for good citizenship. KPU ensures that its graduates are also prepared for a lifetime of learning and re-learning so they can adapt to the fast pace of change in the workplace and in society at large.

KPU has five campuses: three in Surrey, and one each in Richmond and Langley, nearly 2,000 employees, over 20,000 students and more than 57,000 alumni. With programs delivered across seven Faculties – Arts, Business, Science and Horticulture, Health, Design, Trades and Technology, and Academic and Career Advancement – KPU has proudly served the South Fraser Region of the Lower Mainland since 1981.

KPU offers a diverse range of credentials, including certificates, citations, diplomas bachelor’s degrees, and post-baccalaureate and graduate programs. These are designed to successfully meet the evolving needs of regional and global employment markets and to further enhance opportunities for working professionals.

The KPU community respectfully acknowledges that it lives, works, and studies in a region that overlaps with the unceded traditional and ancestral First Nations territories of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), qícá’y (Katzie), SEMYOME (Semiahmoo), scáwaθən (Tsawwassen), qiqéyt (Qayqayt), and kwikwəłám (Kwikwetlem); and with the lands of the q́wá:nłáń (Kwantlen First Nation), which gifted its name to the university.

To learn more, please visit KPU’s [website](#)

## THE OPPORTUNITY      PRESIDENT

The President, serving as the CEO, is responsible for the leadership and general management of the affairs of KPU in accordance with provincial legislation and policies, and strategy set by the Board. To that end, the President articulates a direction that is congruent with the KPU's mission, vision, values, and goals in furthering its academic standards and fulfilling its role as a polytechnic university in the community. The President provides strategic, visionary, informed, and effective leadership and decision-making in a complex, multi-faceted, and public context. The President ensures resources are available for Board initiatives and participates in the essential functions of the Board, including governance, compliance, and policy formulation.



KPU is at a critical stage in its evolution-coming on the heels of a successful decade of growth and transformation, KPU's next President will lead an institution which has leveraged the considerable talents of its communities to innovate, raise its profile, rebuild its infrastructure, and solidify its partnerships. KPU must remain agile, at the vanguard of change, with a President who understands how education will prepare tomorrow's workforce.

This is an outstanding opportunity for a dynamic leader to take KPU to the next level. Balancing the responsibilities of external relationships and internal stewardship, the President should be accessible and transparent, and able to find the common purpose amongst the institution's many communities. With an increased focus on reconciliation and decolonization; justice, equity, diversity, and inclusion; and environmental sustainability, the President will know how to put these ideas into meaningful action in order to create an institution that welcomes all learners.



## Key Responsibilities

- Provide leadership for the establishment, review and articulation of KPU's Strategic Plan, vision, mission, values and goals, and facilitates their implementation using a consultative and collegial process;
- Be accountable for all aspects of KPU's operation, with responsibility for effective leadership, and accurately evaluate the risks associated with decisions; risk management also requires familiarity with federal, provincial and municipal laws that are relevant to university operations, in addition to the principles of fairness and equity that must be applied to all parties impacted by decisions that are made;
- Foster strong relationships with Indigenous leaders and communities and guide KPU's implementation of the Truth and Reconciliation Commission of Canada: Calls to Action; the President shall support the development and implementation of KPU's Indigenization Strategy;
- Advocate for KPU in a range of strategic areas by forging strong relationships with a variety of external partners, including local, provincial, and federal governments, community and business organizations, Indigenous groups and communities, and other relevant partner groups;
- Ensure that justice, equity, diversity, and inclusion inform the institution's decision-making, and positively impact cultural and learning environments;
- Create a culture of wellness that enhances and respects the health of employees and students, and provides the necessary resources to enable these objectives;
- Participate in the establishment of governance and administrative policies and procedures that guide all aspects of the operation of the institution and ensure that such policies and procedures comply with applicable law and best practices in the B.C. post-secondary context;





- Ensure that KPU employees have the resources and supports that they need to succeed and thrive through all stages of their career;
- Articulate a vision that integrates ecological sustainability into leadership of university operations and academic programming, with a focus on meeting the needs of transition to a low-carbon economy;
- Lead all long-range planning processes and ensure that the processes are informed by research and completed in a timely manner;
- Work with the Board Chair and Committee Chairs to establish meeting agendas, materials, and reports, support professional education, and provide support as required by the Board or Committee to facilitate its governance functions; represent and articulate to the Board the views of KPU's constituents;
- Administer international education such that it is in line with KPU's mission, vision, goals, and values, ensuring students and employees are properly supported;
- Establish and maintain a positive climate that is reflective of the values identified in the Strategic Plan, thereby encouraging excellence in instruction and services by maximizing opportunities for expression of the creativity and skills of KPU's employees;
- Maintain direct lines of communication with external agencies and government (including the relevant ministries, government officials, and elected representatives in order to address emerging issues;
- Ensure that student learning needs are identified, understood, and met and that relevant curriculum and quality educational services are developed and implemented; and
- Ensure long-term economic sustainability by exhibiting sound fiscal management, advocating for resources from government, and exploring additional sources of revenue.

## THE PERSON

The President should be a visionary leader who possesses the collaborative skills, presence, and wherewithal to inspire KPU's communities and partners. The President comes from an academic background, leading at both the strategic and operational levels, convening Board, employees, students, industry, government, and external communities to achieve great things. Leading transparently and with humility, they should live with a sense of integrity that aligns with KPU's mission as a polytechnic university and be comfortable operating in a bicameral governance structure. Meaningful engagement with Reconciliation, and equity, diversity and inclusion is expected. The President should possess the business acumen, innovative spirit, global view, agility, and forward thinking required to guide the institution through growth and evolution.



### Professional and Personal Qualifications

- A graduate degree (doctorate degree or terminal certification, preferred) from an accredited institution;
- At least ten years of recent, relevant senior administrative experience at the post-secondary level with a grounding as an educator; an equivalent combination of education and experience may be considered;
- Experience reporting to a board or serving on boards are assets; a broad knowledge of trends in post-secondary education, in B.C., nationally and internationally;
- Knowledge and experience working with Indigenous partners and advancing Reconciliation;
- Understanding of campus planning, capital projects and asset management preferred;
- A track record working to advance Justice, Equity, Diversity, & Inclusion ("JEDI"), and sustainability;
- Extensive experience and knowledge to create policies and encourage practices that are congruent with best practices in HR management, risk management, JEDI, and service provision; and
- Knowledge of change management in the context of large transformation projects.



## Competencies and Personal Characteristics

**Leadership** - Achieves desired organizational results by encouraging and supporting the contribution of others; a proactive and positive team player who acts with a sense of urgency and leads by example; sets and communicates clear goals.

**Accountable** – Holds self and others accountable for responsibilities; focuses on results and measuring attainment of outcomes in a business focus.

**Strategic** – Develops a plan in support of organizational strategic direction. Demonstrates an understanding of the link between one’s job responsibilities and overall organizational goals and needs, and performs one’s job with the broader goals in mind.

**Integrity and Honesty** – Demonstrates a resolute commitment to and respect for the spirit behind the rules and core values of the organization, setting an example of professionalism and ethical propriety.

**Influential and Collaborative** – Has an open and consistent approach to working with others and possesses strong interpersonal skills, with the ability to build relationships and develop/maintain partnerships, obtaining stakeholder agreement.

**Creativity and Innovation** – Develops new insights into situations; questions conventional approaches; encourages new ideas ; designs and implements new or cutting edge programs/ processes

**Effective Working Relationships** – Treats colleagues, and stakeholders with respect; resolves conflicts in a timely manner, negotiates effectively, and provides effective feedback to colleagues/employees.

**Communication** – Clearly presents written and verbal information; writes with clarity and purpose; communicates effectively in both positive and negative circumstances; listens well.

**People Development** – Fosters learning and development of others through coaching, managing performance and mentoring; has a desire to develop others and help them succeed; formally and informally recognizes deserving colleagues.

**Student Focused** – Anticipates and attends to the needs of students, and other internal and external partners of the organization; keeps the student interests in the forefront.



KPU is strongly committed to hiring based on merit with a focus on fostering diversity of thought within its community. KPU welcomes those who would contribute to the further diversification of its employees, its faculty and its scholarship including, but not limited to, women, Indigenous, Black and People of Colour, Persons with Disabilities and persons of any sexual orientation or gender identity. Please note that all qualified candidates are encouraged to apply, however applications from Canadians and permanent residents will be given priority.

## COMPENSATION

A competitive compensation package will be provided including an attractive base salary and excellent benefits. The salary range ends at \$282,500. Further details will be discussed in a personal interview.

## FOR INFORMATION PLEASE CONTACT:

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