Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE AGENDA

January 25, 2010 4:00 pm

Room G 2110, Surrey

Karen Metzger
Surrey Campus

1. **Call to Order** ..... David Atkinson
2. **Confirmation of Agenda**
3. **Approval of Minutes (December 14, 2009)** (K) update + replace done
4. **Chair's Report**
5. **Board of Governors Correspondence with KFA** ..... Scott Nicoll ✓ may arrive at 4pm
6. **Task Force on Learning Services at Kwantlen: Interim Report** ..... Judith McGillivray
   (K) send link to senators re report – send form to Judith
7. **Senate Governance Committee** ..... Dana Cserepes
   - 7.1. **Notice of Motion: Reading Break** ✓
   - 7.2. **Name Change for Faculty of Design & Communications** – follow-up (K) filed, feedback
   - 7.3. **Approval of Humanities Bylaws Revisions** send follow-up sheet filed, feedback
   - 7.4. **Approval of Faculty of Business Bylaws** " " ask Tally re vote again filed, feedback
   - 7.5. **Establishment of a Task Force on Academic Rank and Advancement** E to send follow-up K – create web page
   - 7.6. **Dual Appointments for Academic Administrators** ✓ to Board (S)
   - 7.7. **Exemption for Dean/Associate Dean Attendance at Senate** ✓ check webpage Art – Acting Wayne – Associate
8. **Senate Nominating Committee** ..... Jan Penhorwood
   - 8.1. **Committee Members** update webpages; mailing list – E contact new members done ✓
9. **Senate Standing Committee on Curriculum** ..... Dana Cserepes
   - 9.1. **Program revision: Public Relations Diploma** feedback, database, filed
   - 9.2. **Program revision: Computer Aided Drafting & Design (CADD) Technologies Diploma** feedback, database, filed
   - 9.3. **Program revision: Environmental Protection Technology Diploma** feedback, database, filed
   - 9.4. **Program revision: Bachelor of Technology in Information Technology** feedback, database, filed
   - 9.5. **Program revision: Public Safety Communications Certificate** feedback, filed, database
   - 9.6. **Implementation of ENGQ 1099R** feedback,
   - 9.7. **Elearning Steering Committee** to nominate; – K to contact E

10. **Senate Standing Committee on the Library** ..... **Stephanie Howes**
11. **Senate Standing Committee on Program Review**..... **Carolyn Robertson**
12. **Approval of Graduates**
13. **Items for Discussion**
14. **Next Meeting:** Monday March 1, 2010
15. **Adjournment**

In Camera Senate Meeting

1. **Call to Order** ..... **David Atkinson**
2. **Confirmation of Agenda**
3. **Approval of Minutes (November 30 and December 14, 2009)**
4. **Senate Standing Committee on Tributes (in camera)**.....**Joel Murray**

   4.1. **Nominees for Honorary Degrees** Sandi follow up.

5. **Adjournment**

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE **Sign-in**

MEETING DATE: **January 25, 2010**

Chancellor	Bubber, Arvinder	
President	Atkinson, David	✓
VP Academic	McGillivray, Judith	JMcGil
Registrar	Gordon, Jody	JBGordon
Chief Librarian	MacDonald, Cathy	[illegible]
Deans		
	Adamoski, Robert	[illegible]
	Carr, Brian	Lies here!
	Coren, Arthur	[illegible]
	Duggan, Barbara	[illegible]
	Goedbloed, Dana	DGoedbloed
	Guirguis, Mazen	MG
	Kelly, Claudette	CK
	Tebb, Wayne	✓
Faculty		
	Cserepes, Dana (Vice Chair)	DCserepes
	Cunnin, Betty	[illegible]
	Davis, Bob	[illegible]
	Dean, Geoff	[illegible]
	Deisman, Wade	✓
	Dhaliwal, Harjinder	[illegible]
	Howes, Stephanie	Stephanie Howes
	Hughes, Kenneth	Ken Hughes
	Kozak, Romy	RKozak
	Murray, Joel	[illegible]
	Penhorwood, [illegible]	[illegible]

Kwantlen POLYTECHNIC UNIVERSITY

SENATE Sign-in

MEETING DATE: January 25, 2010

Chancellor	Bubber, Arvinder	
President	Atkinson, David	
VP Academic	McGillivray, Judith	✓
Registrar	Gordon, Jody	✓
Chief Librarian	MacDonald, Cathy	✓
Deans		
	Adamoski, Robert	✓
	Carr, Brian	✓
	Coren, Arthur	✓
	Duggan, Barbara	✓
	Goedbloed, Dana	✓
	Guirguis, Mazen	✓
	Kelly, Claudette	✓
	Tebb, Wayne	✓
Faculty		
	Cserepes, Dana (Vice Chair)	✓
	Cunnin, Betty	✓
	Davis, Bob	✓
	Dean, Geoff	✓
	Deisman, Wade	✓
	Dhaliwal, Harjinder	✓
	Howes, Stephanie	✓
	Hughes, Kenneth	✓
	Kozak, Romy	✓
	Murray, Joel	✓

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE AGENDA

January 25, 2010 4:00 pm

Room G 2110, Surrey

File Copy

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2. Confirmation of Agenda
3. Approval of Minutes (December 14, 2009)
4. Chair's Report
5. Board of Governors Correspondence with KFA ..... Scott Nicoll
6. Task Force on Learning Services at Kwantlen: Interim Report ..... Judith McGillivray
7. Senate Governance Committee ..... Dana Cserepes
   - 7.1. Notice of Motion: Reading Break
   - 7.2. Name Change for Faculty of Design & Communications
   - 7.3. Approval of Humanities Bylaws Revisions
   - 7.4. Approval of Faculty of Business Bylaws
   - 7.5. Establishment of a Task Force on Academic Rank and Advancement
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   - 7.7. Exemption for Dean/Associate Dean Attendance at Senate
8. Senate Nominating Committee ..... Jan Penhorwood
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9. Senate Standing Committee on Curriculum ..... Dana Cserepes
   - 9.1. Program revision: Public Relations Diploma
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   - 9.6. Implementation of ENGQ 1099R
   - 9.7. Elearning Steering Committee

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1. **Call to Order .....David Atkinson**
2. **Confirmation of Agenda**
3. **Approval of Minutes (November 30 and December 14, 2009)**
4. **Senate Standing Committee on Tributes (in camera).....Joel Murray**
   - 4.1. **Nominees for Honorary Degrees**
5. **Adjournment**

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***3***
PREPARED BY:	***Karen Metzger***

Issue: **Approval of the minutes of the December 14, 2009 Senate meeting**

For approval: That Senate approve the minutes of the December 14, 2009 Senate meeting.

see revised minutes attached

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

Minutes of regular meeting

December 14, 2009 4:00 pm

Room G 2110, Surrey

Adamoski, Robert
Atkinson, David (Chair)
Carr, Brian
Coren, Arthur
Cserepes, Dana (Vice Chair)
Davis, Bob
Deisman, Wade
Dhaliwal, Harj
Duggan, Barbara
Fung, Maggie
Goedbloed, Dana
Gordon, Jody
Guirguis, Mazen
Haq, Aysha
Hughes, Kenneth
Kelly, Claudette
Kozak, Romy
MacDonald, Cathy
McGillivray, Judith
Murray, Joel
Penhorwood, Jan
Petrillo, Larissa
Robertson, Carolyn
Robertson, Derek
Sandhu, Jaswinder
Sato, Takashi (Vice Chair)
Thom, Josephine
Tebb, Wayne
Wade, Tally
Wood, Robert

University Secretariat

Merritt, Elizabeth
Metzger, Karen (Recorder)

Regrets

Bubber, Arvinder (Chancellor)
Cunnin, Betty
Dean, Geoff
Howes, Stephanie
McIntyre, Ken
Taylor-Eddy, Andrew
Wainman, Newton

1. **Call to Order**

   David Atkinson called the meeting to order at 4:08 pm.

2. **Confirmation of Agenda**

   Moved by Kenneth Hughes, seconded by Arthur Coren, that Senate approve the agenda.

   MOTION CARRIED.

3. **Approval of Minutes (November 30, 2009)**

   Moved by Dana Goedbloed, seconded by Arthur Coren, that Senate approve the minutes of the November 30, 2009 meeting.

   MOTION CARRIED.

4. **Chair's Report**

   The Chair requested that Senate consider discussing a topic that would require Senate to go in camera.

   Moved by Derek Robertson, seconded by Claudette Kelly, that Senate move in camera.

   MOTION CARRIED.

   Meeting resumed at 4:31 pm.

   The Chair announced that Arthur Coren has agreed to serve as interim Dean of the Faculty of Qualifying Studies, and that Wayne Tebb, in answer to a request by Judith McGillivray, will serve as

acting Dean of the Faculty of Business until a dean is found for the Faculty of Qualifying Studies, and will be a voting member of Senate.

The Chair was asked to comment on recent correspondence from the Board of Governors to the Kwantlen Faculty Association, but could not as it would be in contravention of Board of Governors policy that empowers only the Board Chair to speak on behalf of the Board.

Moved by Wade Deisman, seconded Robert Wood, that Senate invite the Chair of the Board of Governors to address Senate on the topic of the recent correspondence between the Board to Governors and the Kwantlen Faculty Association.

MOTION CARRIED

Forums on institutional change will be announced early in the new year.

5. Approval of Graduates

Moved by Derek Robertson, seconded by Arthur Coren, that Senate approve the graduates as of December 14, 2009.

MOTION CARRIED.

6. Senate Standing Committee on Academic Planning & Priorities

6.1. Academic Priorities

Wade Deisman introduced the proposed Academic Priorities by explaining that the committee had worked hard to prepare a document that would acknowledge the differences among the faculties at Kwantlen, and hoped to have found a balance that could accommodate and engage all of them. The committee will be meeting in the new year to plan workshops for the Kwantlen faculties to explore how the planning and budget processes can work together.

Moved by Wade Deisman, seconded by Arthur Coren, that Senate approve Motion #1: That Senate adopt the priorities for knowledge and skills development as set forward by the Senate Standing Committee on Academic Planning & Priorities.

MOTION FAILED.

Moved by Joel Murray, seconded by Arthur Coren, that Senate approve referring Motion #1 of the Academic Priorities document back to committee.

MOTION FAILED.

Moved by Bob Davis, seconded by Joel Murray, that Senate approve the amendment of the Academic Priorities document to remove all non-budget items.

MOTION FAILED.

Moved by Romy Kozak, seconded by Barbara Duggan, that Senate approve amending item 5.E.2 to read 'Develop a structure that allows academic administrators to have faculty appointments.'

MOTION CARRIED.

Moved by Joel Murray, seconded by Jan Penhorwood, that Senate approve amending item A.4 to read 'Provide preparatory courses and support services that are responsive to the needs of all students.'

MOTION CARRIED.

Moved by Arthur Coren, seconded by Derek Robertson, that Senate approve amending item A.5 to read 'Develop Senate-endorsed policy framework for the development of new programs.'

MOTION CARRIED

Moved by Art Coren, seconded by Dana Cserepes, that Senate approve motions #1 through #8 of the Academic Priorities document in an omnibus motion, and that the document be seen as general guidelines for the academic planning and budget process for 2010/2011 budget year.

MOTION CARRIED. 1 opposed (Bob Davis)

7. Items for Discussion

7.1. Information about librarians and teaching

Cathy MacDonald distributed copies of a recent letter of competition for a Librarian position, for Senate's information.

7.2. School of Business accreditation news

Arthur Coren announced that the School of Business has received full accreditation until 2016 from the Association of Collegiate Business Schools and Programs (ACBSP).

Moved by Derek Robertson, seconded by Dana Cserepes, that Senate extend congratulations to the Faculty of Business.

MOTION CARRIED.

7.3. President's year-end remarks to Senate

David Atkinson remarked that Senate has now been in operation for a full calendar year, and that all Senate members should congratulate themselves for a job well done. This Senate has accomplished an amazing amount in this year and, in his opinion, has done as well as any senates he has experienced.

He expressed appreciation for the support he has received this year, and extended thanks to senators and their colleagues.

8. Next Meeting: Monday January 25, 2010

9. Adjournment: Meeting adjourned at 5:51 pm.

revised as per Senate meeting Jan 25/10

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

Minutes of regular meeting

December 14, 2009 4:00 pm

Room G 2110, Surrey

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Deisman, Wade
Dhaliwal, Harj
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Goedbloed, Dana
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Guirguis, Mazen
Haq, Aysha
Hughes, Kenneth
Kelly, Claudette
Kozak, Romy
MacDonald, Cathy
McGillivray, Judith
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Penhorwood, Jan
Petrillo, Larissa
Robertson, Carolyn
Robertson, Derek
Sandhu, Jaswinder
Sato, Takashi (Vice Chair)
Thom, Josephine
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Wade, Tally
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He expressed appreciation for the support he has received this year, and extended thanks to senators and their colleagues.

8. Next Meeting: Monday January 25, 2010

9. Adjournment: Meeting adjourned at 5:51 pm.

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***5***
PREPARED BY:	***Scott Nicoll***

Issue: **Correspondence between the Board of Governors and the Kwantlen Faculty Association**

For information: Attached is the correspondence between the Board of Governors and the Kwantlen Faculty Association regarding the jurisdiction of Senate as specified in the University Act (2008).

Kwantlen
POLYTECHNIC
UNIVERSITY

MAILING ADDRESS
12666–72nd Ave, Surrey
BC, Canada V3W 2M8

T 604.599.2100
W kwantlen.ca

BOARD OF GOVERNORS

December 1, 2009

Terri Van Steinburg,
President
Kwantlen Faculty Association

Dear Ms. Van Steinburg,

As I am certain you appreciate, Kwantlen Polytechnic University is in the midst of very substantial change. This is especially the case relative to institutional governance, and it is in this regard that I am writing to you on behalf of the Kwantlen Board of Governors.

Kwantlen is now governed by the *University Act* rather than the *College and Institute Act*. As part of this new legal identity, our governance structure has also changed. We now have a bicameral model where operational governance is still vested in the Board but academic governance is vested in the Senate. The Board is not allowed to enter into agreements that fetter the discretion of Senate in carrying out its statutory duties.

It is possible that there are some current provisions in the collective agreement that were bargained in good faith at the time but that deal with areas that may now be under Senate's jurisdiction. If, in the future, the Senate, in carrying out its statutory duties adopts policies that may conflict in whole or in part with the existing collective agreement language, our understanding of the law is that such a conflict would render those parts of the collective agreement in conflict with the particular Senate policy void and of no effect.

We are advising you so that you are aware of the potential conflict. We are not bargaining anything around this question, nor can we. This communication is simply about encouraging a shared understanding of some of the possible effects on the University now that it is governed by the *University Act*.

Sincerely,

Scott L. Nicoll
Chair,
Board of Governors

cc: President's Group
Senate
Deans

Kwantlen Faculty Association

Your KFA – Knowledgeable, Fair, Approachable

December 4, 2009

Scott Nicol, Chair
Kwantlen Polytechnic University
Board of Governors

Dear Mr. Nicol,

I am writing in response to your letter of December 1, 2009 in which you suggest that "potential conflicts" may arise as a result of Kwantlen's change to a special purpose teaching university. Your letter contends that there may be provisions in existing collective agreements that could be rendered "void and of no effect" because of decisions of Senate.

The Kwantlen Faculty Association categorically disputes your interpretation of the *University Act*. The powers and duties of the special purpose teaching universities are set out under section 35.2 of the *University Act*. They are **not** covered by the powers of the Senate under section 37 of the *Act*. That's an important distinction. A recent arbitration decision—UBC/McPhillips—has created controversy about the power of research university Senates to override collective agreement provisions. Although that decision is being appealed, the fact remains that the arbitrator's ruling has no application to the powers of special purpose teaching university Senates.

Our Association is the recognized bargaining agent for our members, a recognition that is embedded as an article in our collective agreement signed by the employer and the faculty association, and in the BC Labour Relations Code. Any changes to that agreement are subject to all the provisions of the Code, including good faith bargaining.

It should be noted as well that while the Liberal government tried to legislatively alter provisions in signed collective agreements in 2002, the Supreme Court of Canada ultimately ruled that those legislative actions were illegal. In fact, the Supreme Court decision gave its unambiguous support for free collective bargaining, recognizing the fundamental right of employees to negotiate terms and conditions of work with their employers. Your December 1st letter seems to have ignored that decision.

I will also refer you to the September 10, 2008 legal opinion of D. Lawrence Munn of Clark Wilson re Establishment of Faculties at Kwantlen Polytechnic University, sent to Sandi Klassen, Executive Assistant, Offices of the Board and President that concludes:

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"Finally, it should be noted that the continuation of Kwantlen University College as a university and the designation of faculties will not affect the validity, term or content of the two collective agreements. Those remain in place."

The Kwantlen Board of Governors needs to reconsider the position outlined in your letter. Your suggestion about provisons being rendered void and of no effect is at the very least provocative and unsettling, especially as we are about to bargain a new collective agreement. More importantly, this approach will profoundly alter labour management relations at our institution in ways that will be difficult to reconcile.

Sincerely,

T. Van Steinburg

Terri Van Steinburg
President,
Kwantlen Faculty Association

Cc. Dr. David Atkinson, President
Senate
Board of Governors
President's Group
Deans
KFA Executive
Working Conditions Committee
Shawn Cahill, Chair, BCGEU 704
Cindy Oliver, President, FPSE
Jim Turk, Executive Director, CAUT
Penni Stewart, President, CAUT

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Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***6***
PREPARED BY:	***Judith McGillivray***

Issue: **Interim report from the Senate Task Force on Learning Services at Kwantlen**

For information: Attached is the Interim report from the Senate Task Force on Learning Services at Kwantlen as per the mandate of the task force.

LEARNING SERVICES REVIEW – INTERIM REPORT TO SENATE (JANUARY, 2010)

Background

With the arrival of Kwantlen's new president, Dr. D.W. Atkinson in 2008, the University budget process was significantly changed. Previously, the process had been driven by the Vice President responsible for Finance, who set the overall target increases or decreases deemed necessary to meet institutional budget requirements. The individual Vice-Presidents, using these parameters, would then work with their respective areas. These discussions primarily occurred on an individual basis. Once finalized through this process, the budget was presented to the Board of Governors for review and approval.

The new budget process has introduced more openness and transparency concerning budget requests, as applicants must explain the purpose of their requests in detail. General budget parameters are now identified for the University based on careful estimation of potential funding, but no pre-determined increases or decreases are advanced prior to budget presentations. Individuals responsible for budgetary areas no longer work solely with their respective Vice-President but instead present their proposals to the President, Vice-President Academic, and Vice-President Finance over an intense two day period, which culminates in the creation of a draft University budget.

In addition, in keeping with University legislation, the Senate Standing Committee on Academic Planning and Priorities sets general academic priorities for each academic year; in a parallel process, in keeping with the Senate-approved priorities, the Senate Standing Committee on Budget adjudicates the proposed budget. Finally, the Senate reviews the proposed budget and makes recommendations to the Board of Governors, whose decision is final.

In 2009-10, one result of the more open and transparent process wherein budget proposals were presented to the President and Vice-Presidents was the identification of potential overlap in University services. The President and Vice-Presidents perceived similarity in the purposes, goals, and activities of certain areas focused on meeting the University's accessibility mandate. In particular, the budget reviewers noted similarity in the curricular and student support components of budget proposals presented by the Student Services Division, Faculty of Qualifying Studies, and Faculty of Science. Each area made a presentation which addressed student under preparedness for the University. Due to a lack of communication and collaboration between these areas prior to making their budget proposals, no determination as to whether they were addressing the academic needs of the same student population could be made.

The resulting confusion has drawn the University administration's attention to the need to determine how to efficiently facilitate student retention and success. In this context, the University Senate at their September 28, 2009 meeting proposed the formation of a Task Force on Learning Services be established with the following Terms of Reference:

> The Senate Task Force on Learning Services at Kwantlen will conduct a review of the organizational structure and delivery of all learning support services and make appropriate recommendations based on best practices by the end of January 2010.

The membership of the Task Force was established through the Nominations Committee as per Senate's recommendation (Appendix A).

Context

There are key observations and cross-institutional studies that are worth noting in relation to the Task Force carrying out its mandate.

First, the President has emphasized that this review "is not about the quality of current programming, which has served the institution well. It is about positioning Kwantlen as an institution with a continuing commitment to accessibility and student retention. It is critical that our learning services make the best use of the resources available, and that we continue to offer students the best learning support we can" (President's Newsletter, Issue 7).

Second, this is not the first Task Group that has attempted to deal with similar but not identical issues. In January 2007, a *Student Life Task Force*[1] consisting of 18 members across academic, student support, and other areas within Kwantlen noted the need for a systematic and accountable coordination mechanism to enable dialogue across a broad range of activities and services that impact student life. They also noted four areas (IET Service, Library Service, Co-operative Education and Employment Services) that should have increased resources to improve their service to students. In addition, they posited that what people remember most about their post-secondary education experience is the connections they made with people who cared; in other words, human 'touch points' are important for students. Finally, they supported the ongoing development of the "Learning Communities" approach to the delivery of education programs. This report was not openly shared within the University.

Third, in February 2008, the *Student Experience Team*[2], one Task Group of the Creating Our Future strategic planning process, noted the need for effective integration of academic and service components in supporting proactive strategies to improve the performance of students and retain higher risk students. The recommendations of this Team were not implemented.

Process

The Task Force met on December 2nd and 16th, 2009 and January 07th, 2010. The members reviewed their mandate and how they might achieve it. They reviewed a number of documents, including those noted above. They also discussed, at a general level, the proposal that Senate rejected for a new Faculty of Library and Student Engagement Services. The President noted this proposal appeared to overlap with the purposes and goals of several of the areas whose proposals had given rise to questions in the 2009-10 budget process. The Task Force also reviewed two documents prepared and presented by Neil Russell, an external consultant who is experienced in the community college, university college, and university environments. These documents focused on research studies on the design of Student Affairs organizational structures and on best practices and principles in providing student services within a post-secondary environment (Appendices B and C). Thompson Rivers University's transition from a college to a university college and now to a university provided context for these discussions. The members reflected on and subsequently identified a number of values and principles they believe should guide their review of the organizational structure and delivery of learning support services at Kwantlen.

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[1] Kwantlen University College, Student Life Task Force Report, 2007.
[2] Kwantlen University College, Task Group 1 Report: Design of the Learning Experience Team, February 2008.

The Senate Task Force on Learning Support Services therefore recommends to Senate that the following values and principles should guide the organizational structure and delivery of learning support services at the University:

Mission: Learning support services are strategic to the University and supportive of its mission and mandate.

Student Centric: Learning support services should adopt a student-centered approach that supports collaboration and communication across the University. Learning support services and educational programs should be linked so that they are easily accessible, seamless, and understood by students. In addition, a 'one stop' approach should be used to provide students with access to the support of generalists and/or specialists when required.

Communication and Collaboration: Communication and collaboration between learning support units and academic units is essential.

High Tech, High Touch: Learning support services, where appropriate, should use a blend of high technology and high touch strategies for the delivery of student services. The University should provide 24/7 access to select services utilizing web based tools for self-service by students.

Inclusiveness: Learning support units and academic units should work together to address the accessibility component of the mission and mandate in order to meet the needs of the University's diverse student population.

The Senate Task Force also requires Senate to clarify the following:

Given the specific and limited nature of the issues identified in the 2009-10 budget process, is it the intention of Senate that "all learning support services" be reviewed as stated in the terms of reference? Alternatively, the Task Force could focus its review on selected areas within the Department of Student Services and the Registrar, the Library, and selected programs and services in the Faculty of Qualifying Studies and other Faculties as deemed necessary. The Task Force is hesitant to replicate the work done by the Student Life Task Force (January 2007) and the Student Experience Team (February 2008) unless directed to do so.

The Task Force requests that any potential Student Services restructuring plans that may be under discussion be shared with it so that the review and recommendations can take these into account.

The Task Force notes that in the absence of an overarching plan for student affairs at the University, and as a result of an apparent lack of collaboration and communication amongst stakeholders, the potential for overlap in offerings and services for students has arisen. The Task Force hopes to use the values and principles outlined above to propose a principle-driven student affairs plan that will create a comprehensive learning support infrastructure at the University. Such a student affairs plan could distinguish Kwantlen as a distinctive university whose twin pillars of accessibility and quality truly benefit students.

Appendix A

Senate Task Force on Learning Services – Membership

Judith McGillivray – Vice President Academic and Provost

Claudette Kelly – Dean, Health and Community Services

Laurie Clancy – Professional Support Staff, Business

Ariana Arguello – Professional Support Staff, Institutional Analysis

Chris Burns – Librarian, Library

Wendy Belter – Counselor, Student Services

Gillian Dearle – English, Humanities

Robin Russell – ELST, Qualifying Studies

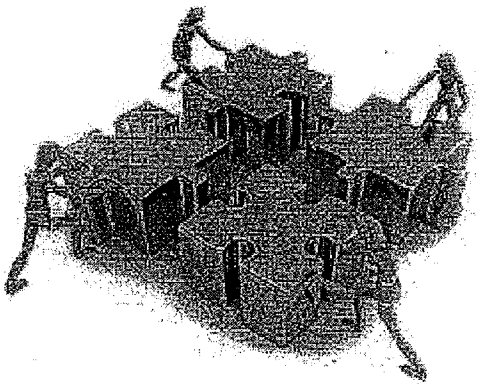
Anita Braaksama – Accounting, Business

Suzanne Pearce – Chemistry, Science & Horticulture

Joan Nesbitt – Criminology, Social Sciences

Roger Cannon – Electrical, Trades and Technology

Josie Thom - Student



Student Services: Best Practices and Principles

November 9, 2009

Submitted by: Dr. C. Neil Russell
Vice President Emeritus
Thompson Rivers University

STUDENT SERVICES: BEST PRACTICES AND PRINCIPLES

Introduction

The organizational structure of student affairs is the vehicle for carrying out the education, leadership, management and service goals of the Student Affairs Office. While student affairs organizations may vary from institution to institution, student affairs organizations should reflect the mission and goals of the institution.

Little research exists about the organizational design of current student affair structures. Kuk and Banning, (2009) surveyed senior student affairs officers (SSAOs) from 240 institutions in the United States, drawn from research institutions, comprehensive college/universities, liberal arts colleges and community colleges.

Student Affairs Organizational Structure

Findings from the research indicate that:

- while some changes have occurred in the organization of student affairs offices, such changes have been modest
- student affairs offices have retained their functional structures, are generally organized by institutional type and somewhat reflect the institution's mission
- the student affairs organizations continue to be organized and operate as hierarchical, functional organizations. Elements of a matrix structure were found in some of the larger institutions
- in some of the larger institutions some functional units were clustered with related programs and services and reported to an executive director or an associate vice president

- there was little indication that the student affairs organization was designed to deal with change drivers in the external environment or to address the organization's strategic goals

- the number and specific units that were reported within a student affairs organization was a distinguishing feature between the institutions

- there was no consistency about what units were contained in student affairs units by institutional type

- hierarchical levels and span of control were the 2 biggest organizational structural differences between institutional types. The number of hierarchical levels was not always related to institutional size or type of institution

- the design and structural features of student affairs organizations were shared by type of institution which would follow the principle of student affairs organizations reflecting the institution's mission

- little evidence of cross functional programs and services in the student affairs organizational structure of these institutions

Trends Affecting Higher Education and Student Affairs

There are a number of external forces, change drivers that have impacts on higher education and student affairs. Some of these change drivers are trends that began a decade ago, some are more recent and have, and will continue to transform higher education and will require student affairs organizations to adjust to these changes.

Some of these changes are demographic changes which began a number of years ago such as the "graying of the campus," more women enrolled in our institutions, and an increase in part time learners.

Institutions are becoming more diverse, more multicultural, both racially and ethnically with the result of new communities being formed within the institution.

Institutions and student affairs organizations are faced with social issues such as increased alcohol and substance abuse issue, student's lifestyle choices, increased campus violence and increased mental health disorders.

Technology has had a significant impact on institutions in the area of student affairs. Institutions have used technology to increase the efficiency of administrative operations in student affairs areas such as recruitment, admissions, registration, on-line advising and career planning.

Another challenge for institutions and student affairs is the increasing expectations of students as consumers. Students are increasingly demanding convenience, expecting easily accessible services, available 24/7, with accurate and timely information and will continue to do so as technology undergoes more rapid changes.

The trend towards increased competition in the higher education marketplace is another challenge facing institutions. Declining secondary school populations are a significant challenge for some institutions. Virtual universities, distance education and out-of-province universities are also competitors for students.

As institutions faced increasing competition for students, they began to implement enrolment management services as a means of maintaining and increasing their market share of applicants. Enrolment management encompasses the institutional processes from the point of student inquiry through to graduation – marketing and recruitment, admissions, registration, financial aid, career planning, academic support and orientation. The development of enrolment management units within student affairs allowed institutions to bring together the various silos in student service for a common purpose – increase applications; increase the conversion of applicants to registrations; streamline services; enhance student success; reduce student attrition; and gain competitive advantage.

Best Practices/Principles in Student Services

A review of the literature identified the following emerging trends (best practice) in student services:

- institutions have implemented student service strategies that are student centered. They involve seamless processes, 24/7 access to services and information, high levels of service reliability, a strong technology infrastructure, and a high priority on managing institutional knowledge
- use a blend of high tech, high touch. Students use web based tools for self-service and a one stop centre with generalists and specialists
- have adopted a student centric lens which promotes horizontal vs vertical (silos) collaboration among services
- used technology as an enabler to individualize student services and flatten the organization
- focus on the student as a customer and learner
- establishment of one stop centers
- the development of cross functional teams
- the establishment of web based services
- development of an institutional perspective that sees academic student services as strategic to the institution and supportive of the institution's mission
- movement from a "transactional" service delivery focus to a "relational" focus
- services, programs and learning supports are linked so that they can be easily accessed by students

- student centric approach requires reviewing processes, performance and policies from a students viewpoint. It provides direct access to information by the student, the ability to do business with the institution on their own schedule and to meet with specialists when necessary

- incorporate ongoing staff development in their strategies

In 1996 IBM created the Best Practice Partner group in the student services area. Initially 15 institutions met the best practice criteria that IBM had established. All the institutions had been involved in developing new approaches to student service delivery. These institutions used one of two methods to transform their student services: the use of technology as the change agent the use of a redesign effort.

Beede (1999) identified 8 design principles that are consistent regardless of the approach used to redesign student services:

- Student Centered vision
- Redesigned services
- One stop service center
- Cross functional teams
- Self service objectives
- Web enabled services
- Systemic change
- Replacement of student information systems

Resources

Barr, M.J., Upcroft, M.L. & Associates, (1990). *New futures for student taffairs.* San Francisco: Jossey- Bass.

Barr, M.J., Desler, M.K. & Associates, (2002). *The handbook of student affairs administration (2nd edition).* San Francisco: Jossey- Bass.

Beede, M. & Burnett, D. (1998). *Planning for student services: Best practices for the 21st century.* Ann Arbor: Society for College and University Planning.

Kramer, G.L. & Associates, (2003). *Student academic services.* San Francisco: Jossey-Bass.

Kuk, L. & Banning, J.H. (2009). *Designing student affairs organizational structures: Perceptions of student affairs officers.* NASPA Journal, 46(1).

Love, P. & Estanik, S.M. (2004). *Rethinking student affairs practices.* San Francisco: Jossey-Bass.

Organizational Structure of Student Affairs

Best Practices / Principles

Organizational structure of student affairs

- Vehicle for carrying out the leadership, management and service goals of the Student Affairs office
- May vary from institution to institution
- Should reflect the mission and goals of the institution

Little research on the organizational design of current student affairs structures

- KuK and Banning (2009)
- Surveyed 240 U.S. post-secondary institutions

Findings

- Over time change to the organizational structure of Student Affairs offices has been modest
- Continue to be organized as hierarchical structures
- Reflect institution's mission and goals
- In larger institutions, Student Affairs reports to an executive director or Associate Vice President

Findings (cont.)

- Number and specific units within a Student Affairs organization was a distinguishing feature between institutions
- The number of hierarchical levels and span of control were the two biggest organizational structural differences between institutional types
- Little evidence of cross-functional programs and student services

Trends Affecting Higher Education and Student Affairs

- Demographic changes
  - Changing student demographics
  - more women enrolled
  - increase in part-time learning
- Increased diversity
- Increased awareness of academic integrity

Trends Affecting Higher Education & Student Affairs

- Social issues
  - increased awareness of alcohol/substance abuse
  - life-style choices
  - increased campus violence
  - mental health disorders
- Increased impact of technology
- Increased competition in post-secondary education

Best Practices / Principles

- The organization of Student Affairs should be supportive of the institution's mission and goals
- Implement student service strategies that are student-centered
- Blend high-tech, high-touch

Best Practices / Principles (cont.)

- Use technology as an enabler to individualize student services and flatten the organization
- Focus on the student as a customer
- Use "one-stop" student service centres – seamless processes
- Implement student-friendly Web page and Web services

Best Practices / Principles (cont.)

- Use cross-functional teams
- Utilize web-based services
- Move from a "transactional" service delivery model to a "relational" delivery model (focus on building a relationship with each potential and current student)
- Use a student-centric approach
- Implement on-going Staff development

IBM Best Practices Partner Group

- 8 design principles (Beede, 1999)
  - Student-centered vision
  - Re-designed services
  - One-stop service centres
  - Cross-functional teams
  - Self-service objectives
  - Web-enabled processes
  - Systemic change
  - Replacement of student information systems

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***7.2***
PRESENTED BY:	***Dana Cserepes***

Issue:	**Name Change for Faculty of Design & Communications**
For information:	At its January 11, 2010 meeting, the Senate Governance Committee recommended a name change for the Faculty of Design & Communications as per the attached memo.
For Approval:	**THAT Senate approves a name change for the Faculty of Design & Communications to the Faculty of Design.**

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MEMORANDUM

TO: **Senate**

CC:

FROM: Barbara Duggan

DATE: 16-Dec-09

SUBJECT: Faculty name change

At the December 2009 Faculty of Design & Communications Curriculum Committee, the proposal to change the name of the Faculty from 'Faculty of Design and Communications' to 'Faculty of Design' was approved. The change will be implemented as soon as it is approved by Senate.

Rationale

The previous makeup of the Faculty has changed as Journalism and Public Relations are no longer part of the Faculty. Reference to 'communications' does not accurately reflect the offerings in the Faculty and new programs being developed. The name change was approved by the Faculty Council at its November 2009 meeting.

Faculty of Design and Communications	**Faculty of Design (proposed)**
Fashion Design and Technology	Fashion Design and Technology
Graphic Design for Marketing	Graphic Design for Marketing
Interdisciplinary Design Studies	Interdisciplinary Design Studies
Interior Design	Interior Design
Journalism	
Public Relations	

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***7.3***
PRESENTED BY:	***Dana Cserepes***

Issue: **Approval of Humanities Bylaws Revisions**

For information: At its December 7, 2009 meeting, the Senate Governance Committee recommended revisions to the Faculty of Humanities Bylaws to Senate for approval. The revised Faculty of Humanities Bylaws was approved by the faculty of the whole.

Attached:

List of Revisions to Faculty of Humanities Bylaws

For Approval: **THAT Senate approves the revised Faculty of Humanities Bylaws.**

Final List of Suggested Revisions to Faculty of Humanities Bylaws

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Bylaw 7

Current: The Faculty shall have at least one (2) regular meeting per academic year.

Revision: The Faculty shall have at least <u>two</u> (2) regular <u>meetings</u> per academic year.

Bylaw 13

Current: The majority required to pass a resolution shall be 50% plus one of the members voting, except in the case of adoption of or amendments to these bylaws, when the majority required shall be 66% of the members voting.

Revision: The majority required to pass a resolution shall be <u>more than 50% of votes</u>, except in the case of adoption of or amendments to these bylaws, when the majority required shall be <u>a minimum of 66% of votes</u>.

Bylaw 16

Current: The Faculty may decide at any time, by a 66% vote of those present and voting, that a whole meeting or any part of a meeting be held in camera.

Revision: The Faculty may decide at any time, <u>by a minimum of 66% of votes</u>, that a whole meeting or any part of a meeting be held in camera.

Bylaw 21

Current: Any proposed changes to these bylaws must be approved by the Faculty of Humanities by a 66% vote of cast ballots.

Revision: Any proposed changes to these bylaws must be approved by the Faculty of Humanities by <u>a minimum of 66% of votes</u>.

Bylaw 22

Current: Faculty Council may, by a 66% vote of cast ballots, send any other matter to the Faculty for decision or advice.

Revision: Faculty Council may, by <u>a minimum of 66% of votes</u>, send any other matter to the Faculty for decision or advice.

Bylaw 23

Current: Faculty Council may, by a 66% vote of cast ballots, recommend to the Chair of the Faculty that ...

Current: Faculty Council may, by <u>a minimum of 66% of votes</u>, recommend to the Chair of the Faculty that ...

Bylaw 24

Current: Membership of the Humanities Faculty Council consists of:

a. one (1) faculty representative from each of Creative Writing, English, Fine Arts, Modern Languages, Music, and Philosophy (elected, voting);

b. the Dean of the Faculty (*ex officio*, voting);

c. the Faculty of Humanities Operations Manager (*ex officio*, voting);

d. the Educational Advisor (*ex officio*, voting);

e. one (1) representative appointed by the Faculty of Social Sciences and endorsed by the elected and *ex officio* members of the Faculty of Humanities (appointed, voting);

f. the Registrar or designate (*ex officio*, non-voting);

g. the President or designate (*ex officio*, non-voting).

Revision: Membership of the Humanities Faculty Council consists of:

a. the Chairs of Creative Writing, English, Fine Arts, Modern Languages, Music, and Philosophy (*ex officio*, voting);

b. one (1) faculty representative from each of Creative Writing, English, Fine Arts, Modern Languages, Music, and Philosophy (elected, voting);

c. the Dean of the Faculty (*ex officio*, voting);

d. the Faculty of Humanities Operations Manager (*ex officio*, voting);

e. the Educational Advisor (*ex officio*, voting);

f. one (1) representative appointed by the Faculty of Social Sciences and endorsed by the elected and *ex officio* members of the Faculty Council (appointed, voting);

g. the Registrar or designate (*ex officio*, non-voting);

h. the President or designate (*ex officio*, non-voting).

Bylaw 47

Current: The quorum for meetings of the Faculty Council shall be three (3) elected councillors.

Revision: The quorum for meetings of the Faculty Council shall be 50% of voting members.

Bylaw 49

Current: The majority required to pass a resolution shall be 50% of the voting membership present plus one, except where these bylaws specify otherwise.

Revision: The majority required to pass a resolution shall be more than 50% of votes, except where these bylaws specify otherwise.

Bylaw 50

Current: Meetings of the Faculty Council shall normally be open to observers, unless other stipulated by the Chair.

Revision: Meetings of the Faculty Council shall normally be open to observers, unless otherwise stipulated by the Chair.

Bylaw 52

Current: The Faculty Council may decide at any time, by a majority vote of those present and voting, that a whole meeting or any part of a meeting be held in camera.

Revision: The Faculty Council may decide at any time, by more than 50% of votes, that a whole meeting or any part of a meeting be held in camera.

Bylaw 79f

Current: The voting members of the Standing Committee on Academic Planning and Priorities consist of: ...
f. one (1) student representative drawn from, and approved by Faculty Council.

Revised: The voting members of the Standing Committee on Academic Planning and Priorities consist of: ...
f. one (1) student representative drawn from the student body, and approved by Faculty Council.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***7.4***
PRESENTED BY:	***Dana Cserepes***

Issue: **Approval of Faculty of Business Bylaws**

For information: At its January 11, 2010 meeting, the Senate Governance Committee recommended the Faculty of Business Bylaws to Senate for approval. The bylaws were approved by the faculty as a whole with 64.8% of the votes cast.

Attached:

Faculty of Business Bylaws

For Approval: **THAT Senate approves the Faculty of Business Bylaws.**

KWANTLEN POLYTECHNIC UNIVERSITY

FACULTY OF BUSINESS

FACULTY COUNCIL CHARTER

October 28, 2009

PART I. FACULTY OF BUSINESS

A. Powers and Duties of the Faculty

1. The powers and duties of the Faculty of Business (hereinafter " the Faculty") are established in part by Section 40 the University Act of British Columbia, R.S.B.C. 1996, c. 468, which currently describes the Faculty as having the power and duty:

a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
b) to provide for student representation in the meetings and proceedings of the faculty;
c) subject to this Act and to the approval of the senate, to make rules for the government, direction and managements of the faculty and its affairs and business;
d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;
e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and person authorized by the faculty, and to prevent lecturing or teaching so prohibited;
f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;
h) generally, to deal with all matters assigned to it by the board or the senate.

2. General Rule: As provided by Section 41 of the University Act, a general rule made by the Faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

B. Faculty Membership

3. Membership: Membership of the Faculty consists of:

- All those employed within the Faculty as an instructor, lecturer, assistant professor, associate professor, professor, or an equivalent position designated by the Senate,
- The Dean of the Faculty,
- Associate Dean(s) of the Faculty,
- The President of the University,
- The Registrar, who is non-voting,
- One member from and appointed by each other Faculty.

4. Student Participation: The Faculty endorses the principle of student participation in the Faculty Council as reflected in this Charter.

5. Chair: The Dean is the Chair of the Faculty.

6. Vice-Chair: An Associate Dean of the Faculty is the Vice-Chair of the Faculty. The Vice-Chair shall exercise the duties and responsibilities of the Chair in the absence of the Chair.

C. Conduct of Business

7. Regular Meetings: The Faculty shall have at least one regular meeting per academic year.

8. Special Meetings: In cases of urgency, special meetings of the Faculty may be called by the Chair or, in the absence of the Chair, the Vice-Chair of the Faculty.

9. Notice of Meeting: Notice of a meeting of the Faculty shall be sent to the members of the Faculty by the Chair at least seven days prior to the meeting.

10. Agenda: The agenda and business to be conducted at meetings of the Faculty shall be set by the Chair.

11. Quorum: The quorum for meetings of the Faculty shall be twenty-five voting members.

12. Robert's Rules of Order: To the extent applicable, and subject to these bylaws, Robert's Rules of Order shall govern the conduct of all Faculty meetings. The Chair will determine the applicability of any particular item in Roberts Rules of Order in dispute.

13. Resolutions: A resolution of the Faculty shall be passed by a majority of the votes cast.

14. Observers: Except in special circumstances, meetings of the Faculty shall be open to observers.

15. Non-Members: The Chair may recognize non-members on any matter of business before the meeting.

16. In Camera Meetings: The Faculty may decide at any time, by a majority vote of those present, that a meeting or part of a meeting be held in camera.

17. Minutes: Except for meetings, or part of a meeting, held in camera, minutes of meetings of the Faculty shall be taken and made available to the University.

18. Documents: Except for documents presented during or relating to a meeting or part of a meeting held in camera, all documents presented to the Faculty shall be made available to the University. Notwithstanding this bylaw, the Chair may declare a document confidential, in which case the document shall only be presented and made available to members of the Faculty and, if appropriate, the senate.

PART II, FACULTY COUNCIL OF THE FACULTY OF BUSINESS

A. Powers and Duties of the Faculty Council

1. Purpose: The Faculty Council of the Faculty of Business is created to perform the tasks set out in the British Columbia University Act, and in particular sections 39 to 42, as amended from time to time. The Faculty Council of the Faculty of Business (hereafter "Faculty Council") will consider academic matters brought before it which are relevant to the Faculty and take the necessary steps to address concerns, make decisions, advise the Dean of the Faculty (hereafter "the Dean"), implement policy and notify the affected parties.

B. Faculty Council Membership

2. Membership: The Faculty Council is comprised of:

- the Dean,

- the elected members of the Departments of the Faculty
- the elected members of the Faculty elected at large, as determined by the election procedure in Section E of this Part,
- the elected Senators of the Faculty,
- one student member from the Faculty,
- one alumni member of the Faculty,
- the Associate Deans of the Faculty,
- and such other members who may be appointed as non-voting members under Section D of this Part.

3. Senate bylaw No.3, *Conflict of Interest,* applies.

C. Chair and Vice-Chair of Faculty Council

4. Chair: The Dean of the Faculty is the Chair of the Faculty Council. The Associate Deans of the Faculty are the Vice-Chairs of the Faculty Council. In the absence of the Dean, a Vice-Chair shall be the acting Chair of Faculty Council.

5. Communications: The Chair will communicate the decisions of the Faculty Council. Only the Chair may speak on behalf of the Faculty Council and all communications to the Faculty Council must be sent through the Chair.

D. Conduct of Faculty Council Business

6. Meetings: Meetings of the Faculty Council will occur at least monthly, except for July and August. Special meetings may be called by the Chair. Meetings of the Faculty Council will not occur at the same time as meetings of the University Senate. When appropriate, and subject to Bylaw 7 of this Part below, the Faculty Council may hold a meeting or part of a meeting in camera. If a meeting is called and an elected member is scheduled to teach, the Dean and the Faculty will provide adequate release or substitution. The Dean, or in the Dean's absence an Associate Dean, will attend all meetings of the Faculty Council.

7. In Camera Meetings: The Faculty Council may, by a majority vote, hold a meeting or part of a meeting in camera.

8. Minutes: The Chair shall cause minutes of all meetings of the Faculty Council to be taken and arrange for distribution of the minutes in a timely manner to members of the Faculty Council and other interested parties as determined by the Chair. The Chair will make the minutes available to the members of the Faculty and the University.

9. Notice of Meetings: The Chair, with the cooperation of the Operations Manager, will provide to each member of the Faculty Council notice of the next meeting of the Faculty Council at least seven days prior to the meeting. Notice of the meeting will include the Agenda and minutes of the prior meeting. Available supporting reports will also be included with the notice of meeting. Reports which are not available in time or are lengthy may be distributed at the meeting. Notice of the meeting may be given by e-mail.

10. Agenda: The Agenda for each meeting of the Council will be set by the Chair, and may include Agenda items requested by members of the Faculty Council. The Agenda will always include approval of the Agenda, approval of the minutes of the prior meeting, and reports of the Standing Committees, if any.

11. Voting: Each elected member of the Faculty Council and the Dean, or in the Dean's absence an Associate Dean, shall have one vote at meetings of the Council.

12. Non-Voting Members: The non-voting members of the Faculty Council are the senators elected by the Faculty, the Associate Deans of the Faculty, the student representative, the alumni representative, and such other additional members as the Faculty Council may by majority vote appoint to the Faculty Council, subject to the approval of senate. The president of the University is a non-voting member of Council.

13. Delegations: The Faculty Council may receive delegations at a meeting, either in person or in writing. Delegations appearing in person must request attendance at least ten days prior to the meeting, which time may be shortened in appropriate cases by the Chair. All requests to appear as a delegation, allowed or refused, will be reported to the Faculty Council by the Chair. The presentation of a delegation appearing in person will be subject to the time limit approved by a majority vote of the Faculty Council.

14. Observers: Observers may attend a meeting of the Faculty Council which is not in camera. The Faculty Council, through the Chair, the Dean or the Department representatives, shall, upon request from any member of the Faculty, inform the member of the time and place of a meeting and of the agenda, and invite them to attend the meeting as an observer. The Chair may

recognize non-members on any matter of business which is before the meeting. Observers may not attend a meeting, or part of a meeting, of the Faculty Council which is held in camera.

15. Rules of Procedure: Meetings of the Faculty Council will, to the extent applicable, generally follow Roberts Rules of Order. The Chair will determine the applicability of any particular item in Roberts Rules of Order in dispute. The Faculty Council may by two-thirds of the votes cast, approve Rules of Procedure which add to or replace Roberts Rules of Order.

16. Quorum: At least 50% of the elected members of the Council plus one must be present for quorum for a meeting of the Faculty Council. If quorum is not present, any business conducted at the meeting is unofficial and subject to ratification at the next meeting of the Faculty Council where quorum is present.

17. Location: Meetings of the Faculty Council will normally be located on the Surrey campus of the University but may take place at another campus of the University in special circumstances.

18. First Meeting: The first meeting of the Faculty Council will be the first September meeting following the election of the Faculty members to the Council.

E. Election of Members of Council

19. Elected Members: The elected members of Council are:

> One representative from each department as elected by that department. A department eligible to elect a member shall be designated as such by the Faculty Council.
>
> Three members elected at large by all members of the Faculty as a whole.

20. Alternates: A representative may not designate an alternate or proxy to attend on their behalf. Nor may votes on any matter be submitted as absentee votes.

21. Notice of Election by Departments: Each department shall be notified by the Operations Manager to conduct its election at least 30 days prior to the First Meeting of the Council.

22. Nominations: Each nomination for an elected position on the Council must be supported by a signature of endorsement from another member of the Faculty. A nominee cannot stand for election to more than one elected position on the Faculty Council. Nominations are to be forwarded to the Operations Manager.

23. Election: The election will be conducted by the Operations Manager. If the Operations Manager is unable to conduct the election, then the election will be conducted by the person in the Faculty performing the role of the Operations Manager.

24. Term: The term of each elected member shall be two years. The term for each non-voting member, except the President, Senators, and Associate Deans, shall be one year.

25. Absences: If an elected member of the Faculty Council misses three consecutive meetings of the Faculty Council, or four meetings of the Faculty Council in one year, the Faculty Council may by majority vote declare the position vacant.

26. Resignation: An elected member may resign from the Faculty Council in writing to the Chair, in which case the Chair will declare the position vacant.

27. Vacancies: If the Faculty Council or the Chair declares a position of an elected member vacant, the Dean will request the affected department to elect a new member for the balance of the term. If the position of a member of the Faculty Council elected-at-large is declared vacant an election will be held to fill the position for the balance of the term. If the position of a non-voting member of the Council, other than a senator, the president, or the Associate Dean, is declared vacant, the Faculty Council may appoint another person to the position for the balance of the term.

F. Committees of Faculty Council

28. Standing Committees: The Professional Development Committee and the Curriculum Committee, as they are structured prior to the implementation of this Charter, are continued under this Charter as standing committees, with the necessary changes to structure and procedure contained in this part. The Faculty Council may, by a majority of votes cast, establish other standing committees as required to conduct the operations of the Council. The membership of standing committees will be as determined by the majority vote of Faculty Council.

29. Special Purpose Committees: The Faculty Council may, by a majority of the votes cast, appoint other Special Purpose Committees to investigate or consider matters as determined by the Faculty Council.

30. Term of Membership: The term for members of Standing Committees shall be two years commensurate with the term of the members on Faculty Council.

31. Quorum: Quorum for a meeting of a Committee shall be 50% of the members of the Committee.

32. Alternates: Alternates are permitted for members of committees.

33. Agenda and Notice of Meeting: The Chair of each committee shall set the Agenda for meetings of the committee and provide the members of the committee with at least three days notice of the meeting.

34. Minutes: The Chair of the Committee shall cause Minutes of the meeting to be kept and made available to the members of the Faculty Council.

35. Reports of Committees: Each Standing Committee will report at each Faculty Council meeting of the activities of the Committee. A Special Purpose Committee will report to the Faculty Council when requested by the Faculty Council or the Chair. A Standing Committee will have such authority of the Faculty Council as may be delegated to the Committee by the Faculty Council by a majority of the votes cast.

36. Mandate of Standing Committees: The mandate of the standing committees of the Faculty Council is as follows:

Professional Development: The standing committee on professional development shall:
a. Exercise the delegated authority of the Faculty to review, approve or disapprove requests from faculty for funding for professional development activities;
b. Periodically review and recommend changes for approval by Faculty Council to the criteria for approval of funding;
c. Apply the approved funding for each department to the requests received from faculty from that department;
d. Ensure that all approved funding for professional development activities comply with all University policies and procedures;
e. Provide minutes of all meetings to Faculty Council;
f. Provide an annual report to Faculty Council summarizing the authorized and actual expenditures for each department;
g. such other duties as the Faculty Council may from time to time require.

Curriculum: The standing committee on Curriculum shall:
a. Exercise the delegated authority of the Faculty to review, approve or disapprove of all curriculum, or changes to curriculum, offered for credit by each department;
b. Recommend curriculum, or changes to curriculum, to Faculty Council for recommendation to the Senate;

c. Periodically review curriculum and programs of each department, including prerequisites, corequisites, learning outcomes, assessment models, and make appropriate recommendations to Faculty Council;
d. Ensure that all curriculum of each department conforms to University policies and procedures;
e. Review all new program and new degree proposals and provide recommendations to Faculty Council;
f. Ensure that all new program and new degree proposals comply with University policies and procedures;
g. Review the implementation of new degree and non-degree programs and provide recommendations to Faculty Council;
h. Periodically review the Curriculum Committee's structure and mandate and make recommendations to Faculty Council;
i. Provide minutes of all meetings to Faculty Council;
j. Provide an annual report to Faculty Council summarizing the activities of the committee;
k. such other duties as the Faculty Council may from time to time require.

Other standing committees: As determined by the majority vote of Faculty Council.

G. Miscellaneous

37. Annual Report: The Chair of Faculty Council will provide a report of the activities of the Faculty Council to the annual meeting of the Faculty.

38. Amendment: This Charter may be adopted and amended by a two-thirds majority of votes cast at any meeting of the Faculty, upon one month's prior written or e-mail notice to all members of the Faculty.

39. Time Limits: An inadvertent or necessary failure to comply with a time limit or procedural requirement in this Charter does not invalidate any meeting or decision of the Faculty Council or any election of a member.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***7.5***
PRESENTED BY:	***Dana Cserepes***

Issue: **Establishment of a Task Force on Academic Rank and Advancement**

For information: At its January 11, 2010 meeting, the Senate Governance Committee agreed to, and recommended to Senate, the following composition, structure and tasks of a Task Force on Academic Rank and Advancement.

Composition:
2 representatives from each Faculty
2 faculty who are not members of a Faculty
No president, vice presidents, associate vice presidents, deans, associate deans

Chair to be elected from among participants.
Secretariat establishes dates and times of meetings.
Nominating Committee will work with Faculty Councils or faculty nominating committees, if they have been established, to find members for the task force.

Task: To develop a framework for academic rank and advancement at Kwantlen University, providing Senate with an interim report by the June Senate meeting.

For Approval: **THAT Senate approves the creation of a Task Force on Academic Rank and Advancement structured as above.**

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***7.6***
PRESENTED BY:	***Dana Cserepes***

Issue: **Dual Appointments for Academic Administrators**

For information: At its December 7, 2009 meeting, the Senate Governance Committee discussed the attached paper submitted by Mazen Guirguis at the request of the Committee. The Committee recommends that academic administrators be considered faculty.

For Approval **THAT Senate recommend to the Board of Governors for approval that academic administrators be considered faculty.**

The Role of Senior Administrators Within Kwantlen Polytechnic University

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On its November 30th sitting, the University Senate passed the final version of Kwantlen's *Mission and Mandate Statement*, which says in part:

> Through **program delivery**, **services**, and **research initiatives**, we aspire to inform and transform attitudes and values to reflect our role as a responsible and sustainable educational institution.[1]

Within the above is an excellent summary of the three basic responsibilities of academics: *teaching* (to transmit knowledge and prepare learners for the world), *service* (to implement and manage best practices and to aid the university outside of a classroom setting), and *research* (to generate knowledge and deepen understanding). These three activities are interrelated, for service supports teaching and teaching informs research. Remove one and there would be diminishment.

Almost all universities require some combination of teaching, service, and research duties (variously proportioned) from their academics, and support these activities by investing significant resources into the environment necessary to accomplish them. But while the *role* of academics may be reasonably well-defined, the criteria for membership in this group are sometimes vague, particularly as they pertain to the senior administrators of a university.[2]

There are two competing attitudes here. The first, more aligned with an *industrial model*, sees a university's senior administration as *management* and regular faculty as *workers*. The latter typically form a faculty association and are covered by a collective agreement; the former are excluded from both. This exclusion often goes well beyond the bargaining unit, and touches on the right to access teaching and resources intended (only) for faculty. As a result, administrative and faculty functions become narrowly defined, rarely intermingling, and dual roles are almost invariably looked upon with suspicion. Within this context, university administrators are *not* recognized as academics—at least not in the same way regular faculty are—but as a separate group of supervisors to whom the three basic activities normally required of regular faculty (teaching, service, research) are not applicable.

The second attitude is more inclusive and typical of most North American universities. It is based on an *academic model* that regards candidates for senior administrative positions as most properly found *within* the academic community. The best candidates for such positions are taken to be individuals who have gained insight into the needs of learners from having taught them, who understand the value of knowledge generation by having a strong record of research and scholarship, and who appreciate the complex inner workings of a university by having undertaken various operational roles. Administrators, on this view, *are* faculty. They are a group to which the teaching-service-research triad is applicable, the only difference being one of proportionality. Depending on how these three obligations are divided, an administrator may choose to engage in research or not, may choose to assume a teaching role or not, but the options are always available. Decisions are made in reference only to time commitments and personal preferences; they are not based on any prohibition against "management" taking opportunities away from "workers".

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[1] Final draft of *Mission and Mandate Statement*, http://www.kwantlen.ca/mission/mission-mandate.html, last paragraph. Emphasis added.

[2] By *senior administrators* I mean Directors, Associate Deans, Deans, Associate Vice Presidents, Vice Presidents, the university President, and anyone holding an equivalent position.

It is reasonably clear that Kwantlen's history places it firmly within the first of these models, and equally clear that a shift to the second is apt. Doing so would invite a number of distinct advantages, not the least of which are:

- A less adversarial relationship between administrators and faculty, where the former group is seen simply as an extension of the latter.
- Offering the option to administrators not to abandon a career that, in most cases, has been long in the making and a source of pride and personal accomplishment.
- Providing the opportunity for administrators to reengage their previous scholarly pursuits *within the university* after their administrative roles have ceased.
- Allowing the most qualified members of the academic community—both internal and external—to apply for administrative positions without fear of detriment to their professional career.
- Rendering Kwantlen more competitive in its endeavour to acquire and retain the most qualified instructors and administrators, and reaffirming the institution's place within the traditional practices of the university culture.
- Fostering an environment of inclusiveness where theory and practice meet to form a symbiotic relationship that is mutually beneficial.
- Allowing students access to instructors whose experience is multifaceted and who will bring the entire body of that experience into the classroom.

It is understood that the proposed attitudinal shift may be resisted, that it will likely take time to spread after it has been initiated, and that it will require specific measures to be put in place in order to guard against conflicting interests and obligations. It is further understood that some distinctions between administrative- and non-administrative faculty must be retained, that others may have to be introduced, and that an adequate division of labour should be formed. But these are obstacles that can be traversed, and Kwantlen has the policies of numerous current institutions to which it may look for guidance.

It has often been said that our institution must be a university in practice, not only in name. The above proposal is meant to further this important goal.

Mazen M. Guirguis, Ph.D.
Dean of Humanities
Kwantlen Polytechnic University

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***7.7***
PRESENTED BY:	***Dana Cserepes***

Issue: **Exemption for Dean/Associate Dean Attendance at Senate**

For information: At its January 11, 2010 meeting, the Senate Governance Committee discussed the attached memo submitted by Judith McGillivray. The Committee recommends that Senate consider an exemption to allow the Associate Dean of Business to represent the Faculty of Business at Senate while the Dean of Business is serving as Acting Dean of the Faculty of Qualifying Studies. This will allow both faculties to be represented at the Senate table.

The memo is attached.

For Approval **THAT Senate approves an exemption for the Associate Dean of Business to represent the Faculty of Business at Senate while the Dean of Business is serving as Acting Dean of the Faculty of Qualifying Studies.**

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MEMORANDUM

TO: Senate Governance Committee
FROM: Judith McGillivray
DATE: January 4th, 2010
SUBJECT: **ACTING DEAN AND SENATE**

We face yet another interesting dilemma that requires Senate advice. With the departure of Dean, Douglas Baker, Faculty of Qualifying Studies, Dean Arthur Coren (School of Business) is serving as Acting Dean, in addition to continuing to provide leadership to his Faculty.

In order to have both Faculties have Dean representation in this unusual situation, Associate Dean, Wayne Tebb was appointed Dean for the date Senate met in December 2009.

Can or should we continue in this manner while a decanal search for a new Dean takes place (estimate 6 months).

Senate Bylaws 1.07, 1.07.1 and 1.07.2 (see below) addresses acting appointments. The challenging wording is "absence from the University". Sandi Klassen recalls the discussion that occurred when these Bylaws were drafted contemplated that an Associate Dean could substitute for a Dean at Senate if they had been appointed as Acting Dean for a period of time – not just one meeting that the Dean could not attend.

1.07 Any member who will be absent from a meeting will notify the University Secretariat prior to the meeting.

1.07.1 The use of alternates for elected members is not permitted.

1.07.2 The use of alternates for a member appointed to Senate by virtue of her/his positions with the University is permitted only by those officially acting in that individual's capacity in all respects during her/his absence from the University and with prior notice to the University Secretariat.

Judith McGillivray

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SENATE

MEETING DATE: ***January 25, 2009***

AGENDA #: ***8.1***

PREPARED BY: ***Jan Penhorwood***

Issue: **Approval of new Senate Committee members**

For approval: The Senate Nominating Committee recommends that Senate approve the addition of :

1. Guraman Kalra as a student member of the Senate Standing Committee on Academic Planning & Priorities.
   name card ✓ mailing list ✓ web ✓
2. Romy Kozak as a member of the Senate Standing Committee on Policy Articulation. mailing list, attendance, name card; web site
3. Dana Wade as a student member of the Senate Standing Committee on University Budget.
   name card ✓ mailing list ✓ web ✓
4. Arthur Coren as a member of the Senate Standing Committee on University Budget
   NC ✓ mailing list ✓ web ✓
5. Betty Cunnin as a member of the Senate Nominating Committee.
   NC ✓ mailing list ✓ web ✓
6. Kenneth Hughes as a member of the Senate Standing Committee on the Library.
   NC ✓ mailing list ✓ web ✓

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SENATE

MEETING DATE:	***January 25, 2009***
AGENDA #:	***8.1***
PREPARED BY:	***Jan Penhorwood***

Issue: **Approval of new Senate Committee members**

For approval: The Senate Nominating Committee recommends that Senate approve the addition of :

1. Guraman Kalra as a student member of the Senate Standing Committee on Academic Planning & Priorities.

2. Romy Kozak as a member of the Senate Standing Committee on Policy Articulation.

3. Dana Wade as a student member of the Senate Standing Committee on University Budget.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9***
PREPARED BY:	***Dana Cserepes***

Issue: **Senate Standing Committee on Curriculum**

For Information: **The Senate Standing Committee on Curriculum met on December 2, 2009**

The committee approved the program concept for a Bachelor of Business Administration in Marketing Management.
The committee approved the program concept for a Bachelor of Horticulture Science (Plant Health and Urban Ecosystems Majors)

The committee approved a program revision to the Public Relations diploma.
The committee approved a program revision to the Computer Aided Design and Drafting Technologies diploma.
The committee approved an intervention plan for students 'at risk' in ENGQ 1099.

The Senate Standing Committee on Curriculum met on January 6, 2010

The committee approved a program revision to the Environmental Protection Technology diploma.
The committee approved a program revision to the Bachelor of Technology in Information Technology.
The committee approved a program revision to the Public Safety Communications certificate.
The committee accepted the proposal to establish an Elearning Steering Committee as a subcommittee of the Senate Standing Committee on Curriculum.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.1***
PREPARED BY:	***Dana Cserepes***

Issue: **Program revision: Public Relations diploma**

The revision of the *Public Relations* diploma program consists of clarifying and simplifying the entrance requirements, including removing a 500-word essay, which has been found to be an unnecessary barrier for students.

For approval: That Senate approve the revision of the *Public Relations* diploma program.

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MEMORANDUM

TO: **Senate**

FROM: Wayne Tebb, Associate Dean School of Business

DATE: December 7, 2009

SUBJECT: Revision to Public Relations Diploma Entrance Requirements

The Public Relations Diploma program is seeking support from Senate to revise current admission requirements. These revisions were approved by the School of Business Curriculum Committee on November 13th, 2009 and by the School of Business Faculty Council on November 20th. Implementation is planned for next intake.

Rationale for Change:
The requirements of the resume, 500 word statement and three interviews with public relations professionals are proving to be unnecessary stumbling blocks to access for students.

These components are not used to screen out applicants, as we currently accept applications based on the date of application. Therefore, the requirements do not serve any useful purpose.

Originally, they were instituted to help students understand more about the public relations profession so as to make an informed choice about the career. However, recently the PR Diploma program has significantly enhanced the department web site which has clear descriptions of the field of public relations, the career choices within it, and some of the industry requirements.

Therefore, the requirements of the resume, 500 word statements and three interviews are no longer required.

We are respectfully requesting that these elements be removed from the admission requirements for the Public Relations Diploma program.

Before Revision
Year 1 Entrance Requirements for:
Public Relations Diploma Program

English 12 with a minimum B
C or higher in any one of the following (or equivalent): **ENGL 1100** or **ENGQ 1099** or **ABEE 0091** or **ABEE 0092**
B or higher in **ELST 0381** and **ELST 0383**
Kwantlen **English Placement Test**, with a recommendation to **ENGL 1100**
LPI with an Essay score of 30 or higher
Equivalent English course completed and transferred from another post secondary institution

Applicants must also provide the following by the application deadline:

Resumé
A 500-word statement that details why they are interested in a career in public relations
Three interviews with public relations professionals currently working in the field, supported by contact names, phone numbers and/or e-mail addresses.

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MEMORANDUM

After Revision

English 12 with a minimum B, or equivalent.

OR

A transferable undergraduate level English course with a minimum C.

Thank you.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.2***
PREPARED BY:	***Dana Cserepes***

Issue: **Program revision: Computer Aided Design & Drafting (CADD) Technologies diploma**

The proposed revision of the *Computer Aided Design & Drafting (CADD) Technologies* program consists of the addition of an option that focuses on advanced skills common to all streams of CADD.

For approval: That Senate approve the revision of the *Computer Aided Design & Drafting (CADD) Technologies diploma* program .

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Computer Aided Design and Drafting (CADD) TECHNOLOGIES

PROGRAM REVISION

PROPOSAL for Additional 2nd Year Option

"Advanced CADD"

Prepared by

Joanne Massey - Department Chair
October 2009

For Presentation to Senate
January 25 2010

Computer Aided Design and Drafting (CADD) TECHNOLOGIES

PROPOSAL for Additional 2nd Year Option – "Advanced CADD"

PROPOSAL

To add an additional second year option that will allow Certificate students from any CADD Specialty area into a common second year structure with advanced CADD skills.
(see pages 5 and 6 – graphic charts of existing and proposed program structure)

RATIONALE

The proposed Advanced CADD Option for second year will provide students with skills common to all CADD Specialty areas, rather than higher level skills focused in a specific Specialty area. These proposed skills include 3 Dimensional (3D) modeling, rendering and animation, online document management, CADD customization, and computer networking skills. We have designed the proposed second year courses in such a way the the title and topic of the course will not change, but the structure and composition of the outcomes within the courses can change to keep up with technology. The Program Advisory Committee (combined from all the speciality areas) has endorsed the additional option.

BACKGROUND

The original Full Program Proposal (FPP) for the CADD Diploma program was approved by Education Council in September 2006 and implemented in September 2007. During the development of the framework and the Full Program Proposal (FPP) we took the opportunity to accomplish several goals:

1. To update the name of the program from Drafting to Computer Aided Design and Drafting (CADD)Technologies.
2. To move from a vocational teaching model and transcript to an undergraduate teaching model and transcript.
3. To develop a second year Diploma stream.
4. To offer training in all CADD Specialty areas (Architectural, Civil, Electrical, Industrial, Manufacturing and Structural).
5. To create a separate Program Advisory Committee (PAC) for each Specialty area to include what industry required for the current job market.

CURRENT PROGRAM

The existing CADD second year courses and Diploma streams (see page 5) will not be offered unless there is a demand, but will remain in effect for the time being for PLA purposes. Many past graduates that have been working for several years have indicated that they would like to challenge our second year courses as they have received this training in their employment. During the upcoming Program Review scheduled for the CADD Program in early 2010 we will determine which courses and Diploma options to keep and which to remove.

When the first CADD Diploma students completed their Certificates in April 2008 most students opted to enter the work force as entry level CADD operators, given the many opportunities available. Despite the attempt to offer second year CADD courses in the evenings to accommodate those who had entered the workforce, it became too challenging to offer second year courses in

multiple Specialties. As a result, none of the students that have entered the CADD Diploma program since September 2007 have been able to complete second year. Due to the common nature of the proposed Advanced CADD Option, all Certificate graduates can take this option to obtain their CADD Diploma without having to wait for their Specialty area to run the second year.

PROPOSED PROGRAM

The proposed Advanced CADD Option will feed directly into the third year of the Bachelor of Technology (BTech) that is currently being developed by the Faculty of Trades and Technology.

The proposed Advanced CADD Option includes all the BTech Bridging Courses and will enable CADD Diploma graduates to continue into the third year of the BTech degree without a bridge whereas the current second year structure for all Specialties requires CADD Diploma graduates to complete ENGL 1100 and BUSI 1210 in addition to the CADD Diploma to continue into the third year of the degree.

CREDENTIAL

The credential will be a Diploma in Advanced Computer Aided Design and Drafting (CADD)

Proposed Implementation Date: September 2010

Number of students: 20 to 40 (1 or 2 cohorts) per year dependent upon demand

Enrollment projections are based on current enrollment of 3 cohorts of Certificate graduates per year in the Architectural, Manufacturing and Structural Specialties (20 students per cohort). Not all Certificate graduates will continue on into the Diploma. Through communication between the CADD Department Chair and all the currently enrolled students, including the High School partnership students, we anticipate that between 33% and 66% of Certificate graduates per year will complete the Diploma.

There are more than 50 existing Certificate graduates who have completed the CADD Certificate program since September 2007 and have not yet had an opportunity to complete the Diploma, as in Item B above. Based on communication with these certificate graduates, 50% of these students still plan to complete the CADD Diploma.

New Courses Required: (see page 3 for Course Descriptions)

Third semester, September 2010

- **CADD 2100** – 3D Graphics, Rendering and Animation
- **CADD 2110** – Surveying and Site Work

Fourth semester, January 2011

- **CADD 2210** – Web Document Control and Portfolio
- **CADD 2250** – CADD Customization and Networks

Additional Resources Required:

Faculty/FTE:

Current CADD faculty possess the skills and experience necessary to deliver the four new courses. Funding required will be .50 FTE per year in addition to the FTE approved in the CADD program 3 year Educational Plan if the program has a 20 student intake. For a 40 student intake (two cohorts) 1.0 FTE will be required.

Classrooms/Labs:

Current space allotted to the CADD program will be sufficient. Second year courses can be scheduled in the evening to provide opportunity for CADD certificate graduates who are working in the industry, and to ensure that classroom / lab space and equipment can meet the needs of the second year courses.

Program Assistant

Due to additional CADD software in the new courses, there will be an additional workload for our CADD Program Assistant of 20%. Software is available through the university Autodesk site licence, but it is not yet installed in our CADD labs.

Program Delivery

The proposed second year can be offered full time or part time, day or evening, depending on student demand and classroom/lab space. There is also a possibility that some of these courses can be delivered online. (We are currently developing our CADD 1160 course online as a prototype.)

Letters of Support: (See Appendix A)

New Courses - Descriptions:

Third semester

CADD 2100 –CADD Graphics and Models: Rendering and Animation (Credits 4)

Students will render 2D graphics and create 2D perspectives digitally and by hand. They will apply color, texture and shadows digitally and by hand. Students will create digital 3D models, build models from common materials and use photo editing software to insert models into photographs. Students will import 3D models into rendering and animation software and apply lighting and camera locations. They will create motion paths, create flythrough paths and create assembly animations. Students will give presentations of completed projects.

Prequisites: CADA 1250 or CADC 1250 or CADE 1250 or CADI 1250 or CADM 1250 or CADS 1250

CADD 2110 – Surveying and Site Work (Credits 4)

Students will apply surveying fundamentals and use surveying equipment to collect coordinates and elevations. They will use algebra, geometry, trigonometry and introductory calculus to perform surveying calculations. Students will prepare a subdivision drawing and indicate boundaries, access, roads and services. They will indicate contour lines and perform cut and fill calculations. Students will prepare a site layout, determine site grading and drainage, prepare retaining walls and outlines of buildings to complete a site plan drawing. They will use 3D modeling software for Civil applications.

Prerequisites:
(CADD 1100 or DRAF 1100) + (CADD 1110 or DRAF 1110) + (CADD 1150 or DRAF 1150) + (CADD 1160 or DRAF 1160 or DRAF 1270)

Fourth semester

CADD 2210 – Document Control and Web Portfolio (Credits 4)

Students will explain the need for document control and identify roles and responsibilites in document control. They will categorize types of documents and their purposes and implement document control procedures. Students will set up document control websites, create information websites and create portfolio websites. They will participate in online meetings with document and application sharing. Students will give presentations of completed projects.

Prequisites: CADA 1250 or CADC 1250 or CADE 1250 or CADI 1250 or CADM 1250 or CADS 1250

CADD 2250 – CADD Customization and Networks (Credits 4)

Students will explain the need for CADD customization and identify programming languages used with CADD software. They will determine the appropriate programming language for a variety of CADD custom functions, use programming to customize CADD software and use scripting and macros. Students will explain the fundamentals of operating systems and describe command line interfaces and system utilities. They will install CADD software, set-up multi-user CADD local area network (LAN) with client/server, apply permissions and install printers.

Prequisites: CADA 1250 or CADC 1250 or CADE 1250 or CADI 1250 or CADM 1250 or CADS 1250

Kwantlen POLYTECHNIC UNIVERSITY

Computer Aided Design and Drafting (CADD) TECHNOLOGIES
EXISTING 2nd Year Program Structure

PHYQ 1098
(for students who do not have Physics 11)

ENGQ 1099
(recommended for students who do not have English 12 'B'

Semester 1 **Citation**	Semester 2 **Certificate**	Semester 3 **Advanced Certificate**	Semester 4 **Diploma**

CORE
****CADD 1100**
Drafting Fundamentals
CADD 1110
Summative Project (Architectural)
CADD 1150
Autocad
CADD 1160
Office Procedures

ARCHITECTURAL
CADA-1250
BIM Software Arch.
CADA-1200
Arch. Fundamentals
CADA-1210
Single Family Resident
CADA-1220
Commercial

ARCHITECTURAL II
CMNS-1115
Writing for Workplace
CADD-2160
Professional Practice I
CADA-2100
Multi Family Res.
CADA-2150
Advanced BIM Arch

ARCHITECTURAL III
PHYS 1100
Basic College Physics
MATH 1112
Pre Calculus Algebra
CADD-2260
Professional Practice II
CADA-2200
Multi Purpose Build's
CADA-2250
Arch. Rendering

STRUCTURAL
CADS-1250
BIM Software Struct.
CADS-1200
Concrete
CADS-1210
Steel
CADS-1220
Wood

STRUCTURAL II
CMNS-1115
Writing for Workplace
CADD-2160
Professional Practice I
CADS-2100
Site Work
CADS-2150
Advanced BIM Struct

STRUCTURAL III
PHYS 1100
Basic College Physics
MATH 1112
Pre Calculus Algebra
CADD-2260
Professional Practice II
CADS-2200
Pre-Cast Concrete
CADS-2250
3D Steel Software

MANUFACTURING
CADM-1250
3D Parametric Model
CADM-1200
Manuf. Fundamentals
CADM-1210
Component Assembly
CADM-1220
Integrated Design

MANUFACTURING II
CMNS-1115
Writing for Workplace
CADD-2160
Professional Practice I
CADM-2100
CNC Design
CADM-2150
CNC Software

MANUFACTURING III
PHYS 1100
Basic College Physics
MATH 1112
Pre Calculus Algebra
CADD-2260
Professional Practice II
CADM-2200
Tool and Die Design
CADM-2250
Advanced Modeling

3rd Year
Bachelor of Applied Technology
(pending)

BTech BRIDGE
BUSI 1210
ENGL 1100

NOTE:
Program structures exist for Electrical, Civil and Industrial Specialties also (as approved in the FPP), but are not being offered at this time.

Kwantlen POLYTECHNIC UNIVERSITY

Computer Aided Design and Drafting (CADD) TECHNOLOGIES
PROPOSED Additional 2nd Year Program Structure (Advanced CADD Option)

PHYP 1100
(for students who do not have Physics 11)

ENGQ 1099
(for students who do not have English 12 'B')

Semester 1 **Citation**	Semester 2 **Certificate**	Semester 3 **Advanced Certificate**	Semester 4 **Diploma**

CORE

****CADD 1100**
Drafting Fundamentals
CADD 1110
Summative Project (Architectural)
CADD 1150
Autocad
CADD 1160
Office Procedures

ARCHITECTURAL

CADA-1250
BIM Software Arch.
CADA-1200
Arch. Fundamentals
CADA-1210
Single Family Resident
CADA-1220
Commercial

STRUCTURAL

CADS-1250
BIM Software Struct.
CADS-1200
Concrete
CADS-1210
Steel
CADS-1220
Wood

MANUFACTURING

CADM-1250
3D Parametric Model
CADM-1200
Manuf. Fundamentals
CADM-1210
Component Assembly
CADM-1220
Integrated Design

Semester 3
18 credits

MATH 1112 (3 cr)
Pre Calculus Algebra

* **CADD-2160** (4 cr)
Professional Practice

CADD 2100 (4 cr)
3D Presentation Graphics

CADD 2110 (4 cr)
Surveying and Site Work

BUSI 1210 (3 cr)

*CADD 2160
Existing course outline

Semester 4
15 credits

ENGL 1100 (3 cr)
Writing, Reading and Thinking: An Intro.

PHYS 1100 (4 cr)
Basic College Physics

CADD-2210 (4 cr)
Document Control and Web Portfolio

CADD-2250 (4 cr)
CADD Customization and Network

3rd Year
Bachelor of Applied Technology

(pending)

Appendix A

Letters of Support

INDUSTRY (PAC)

Nicole Hlus	Andritz	Electrical
Phil Cunnington	Aplin-Martin	Civil
Greg Creamore	Crystal Technical Services	Mechanical/Manufacturing
Yifeng (Peter) Xu	Cankevin Design	Mechanical/Manufacturing
Farshid Rafiei	David Nairn and Assoc.	Architectural
Kelly Wightman	McElhanney Engineering	Civil/Structural

OTHER INSTITUTIONS

Michael Whitmore	North Island College	Drafting Program
Graham Huckin	Vancouver Vocational College	Drafting Program

***STUDENTS**

Julia Skoczylas	CADD Certificate, April 2009	Industrial
Thomas Sanderson	CADD Certificate, April 2008	Structural
Ranjit Sambhi	CADD Certificate, April 2008	Architectural

*CADD Certificate graduates wishing to complete the CADD Diploma

ANDRITZ Automation

October 27, 2009

RE: Proposed CADD/Drafting Diploma Program

Dear Joanne Massey,

I have reviewed the proposed CADD/Drafting Diploma course and find it relevant to today's standards for entry level drafters.

Advances in technology have changed what being a Computer Aided Design Drafter means. A modern CADD drafter has skills in 3D design, can use multiple programs in conjunction with each other as well as being confident to manipulate those programs to company standards. Entry level CADD drafters who have experience with graphic models, have hands on experience in the field and understand the need for document control within an office will have greater ease in and office environment. On the flip side employers will be able to spend more time training their new CADD person to company and industry specific drafting conventions without needing to explain simple office procedures.

As a graduate and an active member of the CADD/Drafting industry I fully support the proposed CADD/Drafting diploma program. After 7 years in the industry I have seen an endless need for architectural, structural and mechanical drafters, even in economies as difficult as today's. These industries are open doors to industries such as electrical and environmental, as I have seen from my own experience, when there is a solid foundation of CADD/Drafting practice.

A CADD/Drafting diploma program is greatly needed in industry. The more we can prepare our students for a diverse career, the better off employers will be. Again, this program has 100% of my support.

Sincerely,

Nicole Hlus
Drafter
ANDRITZ AUTOMATION

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13700 International Place, Suite 100
Richmond, BC V6V 2X8 Canada
Phone: +1 (604) 214 9248
Fax: +1 (604) 214 9249
www.andritzautomation.com

Automation Solutions Headquarters:
ANDRITZ AUTOMATION Inc.
125 Clairemont Avenue, Suite 570
Decatur, GA 30030 USA
Phone: +1 (404) 370 1350
Fax: +1 (404) 378 3813
www.andritzautomation.com

To: Joanne Massey <Joanne.Massey@kwantlen.ca>
From: Phil Cunnington <pcunnington@aplinmartin.com>
Date: 10/22/2009 03:06PM
Subject: RE: Your feedback: new CADD second year option (Advanced CADD)

Hello Joanne,

You have my permission to include my e-mail in your program development proposal.

The continual advances made by software developers (such as AutoDesk) and other companies that provide add-on packages to further manipulate digital data expands the range of individuals likely to be involved with the software. Now we have computer network support staff, IT professionals, and GIS specialists (both field and office based) with different responsibilities for hardware, software and related peripherals, depending on their profession. While there will still be a need for 'designers and drafters' in many different business sectors, their knowledge and skills will continue to vary dramatically as the size and sophistication of the business entity that employs them continues to evolve.

Future technological advances in both hardware and software will no doubt expand the capability of these graphical software applications to include many new and advanced features for the benefit of project owners; manufacturers, contractors and suppliers; as well as the professional and technical staff in engineering, surveying and architectural offices across the country.

Bye for now,

Phil.

From: Joanne Massey [mailto:Joanne.Massey@kwantlen.ca]
Sent: Thursday, October 22, 2009 1:02 PM
To: Phil Cunnington
Subject: Your feedback: new CADD second year option (Advanced CADD)

Hi Phil,

Thank you for your detailed feedback. We have the same concerns that you have.

With your permission I would like to include your email in our proposal to the Kwantlen Senate. Your email indicates that there is not a straightforward answer to these concerns. Our industry is certainly in constant change.

Our Senate likes to see feedback both for and against a proposal as it helps them to understand the issue, and your email covers both good and bad points.

Please let me know if I can include your email in my proposal.

Thank you,
Joanne

Joanne Massey
Dept Chair - CADD Technologies
College of Trades and Technologies
Kwantlen Polytechnic University
Phone: 604-598-6120

www.kwantlen.ca/drafting

-----Phil Cunnington <pcunnington@aplinmartin.com> wrote: -----

To: Joanne Massey <joanne.massey@kwantlen.net>
From: Phil Cunnington <pcunnington@aplinmartin.com>
Date: 10/21/2009 09:46AM
Subject: Support for new CADD second year option (Advanced CADD)

Good morning Joanne,

There is no doubt that the software is becoming much more sophisticated and intuitive for use in different engineering, survey and architectural professions. The software is also being used by many different individuals at all technical levels within these professions. It seems to me that the role of drafting and design are again becoming integrated in many offices. The dilemma that I suspect that many offices experience is that CAD/CADD staff do not have the technical design skills in their particular profession, and that the design staff do not have any training in being able to prepare graphics and drawings to a professional standard. The software has been designed to allow such a wide range of technical applications, that only a few design professionals (with many years of experienced) are able to fully utilise the software. The role of the designer and drafter have now become very blurred in some offices, as technical staff from both areas are now fully involved with the digital files, often causing each other unnecessary headaches. Do we go back to separating the role of design from drafting? If so, then designers and drafters are not fully utilising the power of the software.

I am not sure what the Kwantlen program is trying to achieve. Are you looking at upgrading the technical design skills of CAD/CADD technicians, or to expand the graphics skills of design professionals? In our particular sector (municipal engineering) we have some experienced design professionals who also have excellent graphical presentation skills. However, our experienced CAD/CADD technicians are not able (or licensed) to perform the required design functions. Most of our technical (design and CAD/CADD) staff are not able to utilise the software to its fullest capabilities in either design or graphical representation. I suspect that this situation is probably reflected in many other engineering, survey and architectural offices.

At the end of the day, my concerns will be:

- Will graduates of this post-secondary program find meaningful employment that will utilise most of their technical skills?
- Will their new skills provide improved career opportunities?
- Overlap with courses in other programs?
- Will graduates be satisfied with their investment in a post-secondary experience as it relates to their future careers?
- Will graduates of this program actually continue their educational experience and ladder into other advanced post-secondary programs? Having the opportunity is one thing, actually pursuing it is another.

Lots of room for more discussion, particularly on future laddering.

Bye for now,

Phil.

CTS
Crystal Technical Services Inc.

October 22, 2009

Crystal Technical Services Inc.

843 Whitchurch St.

North Vancouver, BC

V7L 2A5

'To whom it may concern'

Re: Computer Aided Design and Drafting Technologies – 2nd year Proposed Program Structure.

I would like to formally recommend the proposed changes to the CADD Technologies 2nd year program. The update to this program is required due to the fast changing industry workflows. More and more leading companies that use CADD systems are upgrading and integrating the latest software into their corporate workflow. These same companies are requiring skilled software users to bring the new processes and vision to life.

In this current economy there are many in the workforce, looking to upgrade their skills and find employment in these visionary companies. The Canadian government is supportive of additional training and skills upgrades by means of grants and loans. This would enable students to have a more advanced approach and acquire increased CADD skills.

Due to an aging workforce, there is a need to replace these skilled workers. I firmly believe that the CADD Technologies 2nd year program will help to address this issue.

Sincerely,

Greg Creamore

President

Crystal Technical Services Inc.

To: Joanne Massey <joanne.massey@kwantlen.net>
From: xuyifeng <yifengx@hotmail.com>
Date: 10/20/2009 05:25PM
Subject: Support for new CADD second year option (Advanced CADD)

Hi, Joanne,

I fully support the " Advance CADD Program" for SECOND YEAR OPTION. It is suitable for work places application.

Yifeng (Peter) Xu

President Of
Cankevin Technology Ltd.

cankevin@shaw.ca
778-991-5695
12-9688 Keefer Ave,
Richmond, BC V6Y 0B6

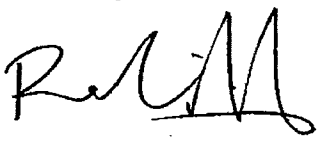
Farshid Rafiei
925 – Grant St.
Coquitlam, BC, V3
October 23, 2009

To whom it may concern:

I have reviewed the proposed new option for second year in the CADD program. In the Architectural industry, 3D modeling, rendering and animation, document control and computer skills are all necessary, and would be an asset in any CADD related industry. These advanced skills would help CADD graduates to move forward in their chosen careers

Please e-mail me at frafiei@davidnairne.com for any additional information you may require.

Sincerely,



Farshid Rafiei
I.A.AIBC, LEED®AP

McElhanney

October 26, 2009

To Whom it May Concern,

After reviewing the proposal for the CADD second year (Advanced CADD Option), in my experience as both a Civil and Structural CADD Technician I believe this option to the program would be a benefit to the industry for Employers. Students that come out of a 1-2 year program do not have the training in Civil 3D. The majority of companies are now immigrating Civil 3D including the Ministry of Transportation and Highways. Document control plays a major role in the way Engineering companies are now working, the way drawings are produced, recorded and distributed, based on changes in software and technology.

It is not always possible to provide CADD training that is a perfect fit. Each and every Engineering company has different ways to they apply Cadd technology. The most efficient way to train CADD operators is to teach them to be flexible and innovative. I feel that the proposed CADD second year option will help to develop these characteristics in students, and provide them with the skills, knowledge and attitude to adapt to changes and advance their careers in whichever CADD specialty area they choose.

Regards,

Kelly Wightman
Sr. Cadd Technician

NORTH ISLAND COLLEGE

Drafting Certificate Program
Campbell River Campus
1685 Dogwood Street
Campbell River, BC V9W 8C1
tel 250.923-9736 | fax 250.923-9703
email michael.whitmore@nic.bc.ca

27 October, 2009

Joanne,

After reviewing the proposed Advanced CADD option that you plan to offer during the second year of your program, I would like to register my support.

Students always need different options that will allow them to react to the current and future needs of Industry as quickly as possible. This option will enable the students to access a wider spectrum of employers.

I wish you luck in your endevours and am looking forward to the day when students enrolled in the Drafting program at North Island College will be able to persue this option in their second year of study.

Regards,

Michael Whitmore, AScT.
Instructor, Drafting Certificate Program
North Island College
Ph: 250-923-9736
Email: Michael.whitmore@nic.bc.ca

Vancouver Community College
Downtown Campus 250, West Pender Street, Vancouver, V6B 1S9

26th October 2009

Re: Proposed Kwantlen CADD Common 2nd year (Advanced CADD)

Vancouver Community College has for many years offered one-year drafting certificate programs focussed on the popular disciplines of Architectural, Civil/Structural, Steel Fabrication, and until recently, Mechanical drafting. On the successful completion of one of these programs, the student has three key decisions to make: whether to seek an entry-level position in the workforce locally or further afield, whether to return to VCC to take a second specialty program for a drafting diploma, or whether to look to further training at other institutions.

The most common course of action has been to seek employment, but many students whose focus is to take their education further have opted for one of the other routes, and several of my students have gone on to take degrees in engineering and in architecture.

Joanne Massey has recently informed me of the proposal to introduce at Kwantlen Polytechnic University a 2nd-year program of study in Advanced CADD. Having seen the outline of the proposed program, it is my view that this program would be attractive to our drafting certificate and diploma students who would like to raise the level of their skills whilst staying on course for a career in drafting.

In my discussions with key people in drafting businesses around the Lower Mainland, it is clear to me that the greater the depth of knowledge about the operation and customization of the software being used, the more valuable a person is to their employer, and the more marketable they are when seeking employment.

If such a program were to run at Kwantlen Polytechnic University, I would see it as another viable option to those VCC graduate students who are keen to take their post-secondary education as far as they can.

Graham Huckin

Head of Drafting Department
Chairperson, BC Colleges Drafting Articulation Committee

October 27, 2009

To Whom It May Concern,

I have been given the opportunity to review the "(CADD) Technologies PROPOSAL for Addition to Program Structure (2nd Year)". The changes and additions proposed would be very useful in both obtaining a job, and performing work in industry.

I graduated with a certificate in CADD Technologies in April of 2009. When I entered the program, I was planning to continue into the second year and receive my diploma. Half way through the second semester, the class was informed that there would be no second year offered due to lack of enrolment. I was very disappointed to hear this. With the economy the way it is, it was disheartening to try to look for work with only a certificate and not the full diploma.

I was fortunate enough to get a job as an entry level civil drafter with BC Hydro. I have had to learn a great deal on the job. With the changes proposed to the second year I believe that other graduates would feel far more comfortable applying for positions, and performing work. Many of the questions I was asked in interview pertained directly to 2 out of the four proposed new courses, with more indirect relation to the remaining fields covered in the proposal

Knowing CADD customization is very important, companies are always trying to use AutoCAD to it's fullest potential to make drafting more efficient. Many people are unfamiliar in the programming languages involved, as well as the installation processes of other CADD software. An understanding in "CADD Customization and Networks" would definitely have given me and edge over other applicants. With this knowledge I could have easily gotten involved with high profile projects involving development of uniform standards and procedures within BC Hydro.

Site work is something that was definitely lacking from the certificate program. Site work is so important in my job, and having little experience with it limits opportunities. It is difficult to be a competent drafter when I cannot visualize what it is I am drafting, especially in the Civil drafting I do. I would benefit greatly from both knowing how surveying is carried out, and reading the resulting drawings.

I conclusion I would be very interested in completing the proposed second year of the CADD Technologies Program and Kwantlen. It will be helpful if the program will be offered part time for students who are already in the field and wish to continue working.

Sincerely,

Julia A.

Julia Anne Skoczylas

THOMAS SANDERSON 604 539 1317

Apt 113-5401 207th St, patsand@telus.net
Langley. BC
V3A 2E8

October 21, 2009
To whom it may concern
Kwantlen University College

Re: CADD Technologies Proposed additional 2nd year program.

Dear Sir or Madam
I am a graduate of the 2007 – 2008 structural drafting program at Cloverdale campus. I have just reviewed the proposed changes to the CADD Technologies program, (3rd and 4th semesters).
I believe the proposed changes would be of great benefit to myself, and I would certainly be willing to enroll in the new program.
I am one of the more mature students in the "Structural Drafting Program". I am already a Certified journeyman joiner with many years experience. I hold the British City and Guilds certificate in ship joinery. I also hold a certificate of apprenticeship in ship joinery. I enrolled in the Structural drafting course as I wanted a complete change. If I was to change my trade then I decided to change completely and stay away from millwork. Upon graduation last year, I originally started applying for jobs with engineering companies. I came close on a number of occasions, but failed to land a job.
I started broadening my search, and applied for jobs in millwork and others that looked interesting.
It was no surprise when I was offered a job with the Washington Yachting group.
They offered me a job not as a junior, but as a millwork detailer, and designer. At a lot higher pay than a junior I might add.
During my time there I found I could handle the drawing layouts and drafting standards very well. The problem was 3D graphics, presentations, and rendering. I could do orthographic presentations easily. I needed to do perspective and 3D drawings to show the owners what the interiors would look like before work commenced. This year I find myself laid off. I am now once again looking for work in 2 specialty areas, Structural, and Interiors. In the job market I have found many different types of drafting job being advertised. Electrical, Mechanical, Civil. Etc.
I spoke to Joanne Massey earlier this summer looking for advice on which courses to take.
Should I continue with Structural drafting diploma or should I switch to Architectural as that would be more in keeping with my millwork background. Alternately should I switch to B.C.I.T. and enroll in the Interior design program. This new program seems to give me more scope. CADD 2100 would seem to give me more of what I need with 3D graphics and rendering, While CADD 2110 would have a leaning toward Civil drafting. CADD 2260 and CADD 2250 could be useful in any specialty.
For the reasons outlined above I will be concentrating on some math and English upgrading in preparation of the new courses starting up next September.

Yours truly

T. W. Sanderson

Thomas Sanderson

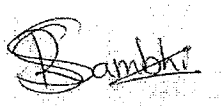
RANJIT SINGH SAMBHI
http://www.rsambhi.byethost33.com
ranjit.sambhi@kwantlen.net

This letter of support is for the four proposed CADD courses (CADD 2100, CADD 2110, CADD 2210, and CADD 2250). These courses are the final pieces to a successful Drafting/CADD program. In the current economy, to find a job, the applicant needs more than just a particular skill. Until now, the Kwantlen Drafting/CADD program instructed how to use the latest software to create construction documents. With the proposed courses, students will be able to create construction and presentation drawings, have an online portfolio, and gain hands on experience by learning about surveying.

The CADD customization and network is something one would normally need to learn from a computer science program, and then apply this knowledge in practical situations at CADD offices. In the CADD 2250 course, students will learn these additional computer skills with the CADD application at the same time.

These courses enable the students to apply in a broader spectrum of employment opportunities, enhancing their progress in their career. Adding four courses like CADD 2100, CADD 2110, CADD 2210, and CADD 2250 will very likely be an asset to Kwantlen's Drafting program, not a liability.

Sincerely,



Ranjit Singh Sambhi

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.3***
PREPARED BY:	***Dana Cserepes***

Issue: **Program revision: Environmental Protection Technology diploma**

The proposed revision of the *Environmental Protection Technology* diploma *program* will incorporate all the required chemistry into two program-specific courses from the current three courses, and will rationalize the chemistry throughout the program.

For approval: That Senate approve the revision of the Environmental Protection Technology *diploma* program.

Kwantlen
POLYTECHNIC
UNIVERSITY

MAILING ADDRESS
12666–72nd Ave, Surrey
BC, Canada V3W 2M8

T 604.599.2100
W kwantlen.ca

MEMORANDUM

TO: **Dana Cserepes, Senate Vice Chair**

CC: Paul Richard, Chair, Environmental Protection Technology

FROM: Brian Carr, Dean of Sciences

DATE: Jan 14, 2010

SUBJECT: Environmental Protection Technology Program Revision

Dear Ms. Cserepes,

The intention of this memo is to outline proposed changes, and rationale, to the Environmental Protection Technology Program (EPT), for implementation in September 2010 if approved.

Rationale:

a) The program is currently very heavy and informal discussions with program graduates, and the advisory committee, indicate that the current profile of three chemistry courses may be rationalized into two program-specific courses (ENVI 1106 and 1206 – Environmental Chemistry I and II) without harming the overall program outcomes. This would reduce the overall number of program courses and may help in addressing workload and attrition concerns.

b) The deletion of an extra course makes it possible to shuffle course order without compromising the logical sequence of offerings. An upcoming change may be to remove a course from the first year (most likely, MATH 1115) and offer it in the second year (to reduce first year load) as well as revising the current second year safety course (ENVI 2426) and offer it in first year, thereby satisfying one of the recommendations of Canadian Technology Accreditation Board, the EPT accreditation agency. Tthe inclusion of the safety course is to be implemented when the program moves to Langley.

c) Courses ENVI 1106 and 1206, with the revised prerequisites, are suggested for adoption as an integral component of some of the proposed degrees in Science (Sustainability) and Horticulture (Plant Health). This would not be possible without the change in the prerequisites.

Environmental Protection Technology Program Courses:

YEAR 1

Fall	Current Offerings	Proposed Offerings as of Fall 2010
	BIOL 1110 Introductory Biology I **CBSY 1105** Introductory Microcomputer Applications **CHEM 1105** Introductory Chemistry **CMNS 1140** Introduction to Professional Communication **COOP 1101** Job Search Techniques **ENVI 1121** Environmental Issues **MATH 1117** Environmental Mathematics	**BIOL 1110** Introductory Biology I **CBSY 1105** Introductory Microcomputer Applications **CMNS 1140** Introduction to Professional Communication **COOP 1101** Job Search Techniques **ENVI 1106** Environmental Chemistry I **ENVI 1121** Environmental Issues **MATH 1117** Environmental Mathematics

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T 604.599.2100
W kwantlen.ca

MEMORANDUM

Spring	Current Offerings	Proposed Offerings as of Spring 2011
	BIOL 1210 Introductory Biology II	**BIOL 1210** Introductory Biology II
	ENVI 1106 Environmental Chemistry I	**ENVI 1206** Environmental Chemistry II
	ENVI 1216 Introduction to Earth Sciences	**ENVI 1216** Introduction to Earth Sciences
	ENVI 2315 Water and Soil Sampling	**ENVI 2315** Water and Soil Sampling
	MATH 1115 Statistics I	**MATH 1115** Statistics I

Summer	Current Offerings	Summer 2011
	COOP 1110 Work Semester 1	**COOP 1110** Work Semester 1

YEAR 2

Fall	Current Offerings	Proposed Offerings as of Fall 2011
	BIOL 2322 Ecology	**BIOL 2322** Ecology
	COOP 2101 Leadership and the Job Search	**COOP 2101** Leadership and the Job Search
	ENVI 1206 Environmental Chemistry II	**ENVI 2305** Environmental Toxicology
	ENVI 2305 Environmental Toxicology	**ENVI 2307** Environmental Physics
	ENVI 2307 Environmental Physics	**ENVI 2310** Solid Waste Management
	ENVI 2310 Solid Waste Management	**ENVI 2900** Research Project
	ENVI 2900 Research Project	

Spring	Current Offerings	Spring 2012
	COOP 2110 Work Semester 2	**COOP 2110** Work Semester 2

Summer	Current Offerings	Summer 2012
	COOP 2301 Career Search	**COOP 2301** Career Search
	ENVI 2405 Environmental Legislation	**ENVI 2405** Environmental Legislation
	ENVI 2410 Water Resources Protection	**ENVI 2410** Water Resources Protection
	ENVI 2415 Air Quality Monitoring	**ENVI 2415** Air Quality Monitoring
	ENVI 2420 Contaminated Site Management	**ENVI 2420** Contaminated Site Management
	ENVI 2426 Health and Safety	**ENVI 2426** Health and Safety

Regards,

Brian G. Carr, PhD
Dean of Sciences

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.4***
PREPARED BY:	***Dana Cserepes***

Issue: **Program revision: Bachelor of Technology in Information Technology**

The proposed revision of the *Bachelor of Technology in Information Technology* program includes the addition of two new upper-level optional courses to meet the needs of both students and employers.

For approval: That Senate approve the revision of the *Bachelor of Technology in Information Technology* program.

Kwantlen
POLYTECHNIC
UNIVERSITY
School of Business

MEMORANDUM

DATE: January 14, 2010

TO: Senate

FROM: Wayne Tebb, Associate Dean School of Business and Chair of SOB Curriculum Committee

RE: BTECH(IT) program revision

We are seeking approval for the revision of the Bachelor of Technology in Information Technology (IT) program. The implementation date for this program change is September 1, 2010.

Highlight of the Revision

- The revised program will include the following two courses as optional courses.
  - INFO 3250 Content Management and Information Architecture
  - INFO 4380 Wireless Sensor Networks

Rationale and Support

- In our departmental strategic plan 2009, we stated that we will develop 2 new courses between 2009 and 2011 for the following reasons:
  - To respond to and meet the skill needs and demands of employers, employee and students
  - To provide more course options for students to reach their study goals

- Our IT Advisory Committee, which is made up of industry professionals, recommends that the subjects of content management and wireless networks should be included as optional courses in the program for the above-mentioned reasons. The revised program curriculum and the new courses were presented at the IT Advisory Committee meeting held in October of 2009. We have received strong support from the committee for both the revised program curriculum and the new courses.

Before Revision	After Revision
GROUP A (Required Courses)	**GROUP A (Required Courses)**
All of: **Year 3 and 4** INFO 3110 INFO 4310 INFO 4340	**All of:** **Year 3 and 4** INFO 3110 INFO 4310 INFO 4340
Year 3, Five of: INFO 3120 Web Programming with Java INFO 3140 Advanced Data Communications Systems INFO 3210 Distributed Systems INFO 3220 Multimedia Systems INFO 3230 Advanced Object-Oriented Appl. Development INFO 3240 Enterprise Resource Planning Systems INFO 3270 Special Topics in Information Technology	**Year 3, Five of:** INFO 3120 INFO 3140 INFO 3210 INFO 3220 INFO 3230 INFO 3240 INFO 3250 Content Mgmt & Info Architecture ← New courses INFO 3270
Year 4, Five of: INFO 4210 Human Factors & Computer Interface Design INFO 4220 Server Operating System Technologies INFO 4230 Information Technology Project Management INFO 4320 Software Quality Assurance INFO 4330 Data Warehousing and Data Mining INFO 4350 Intro to Wireless Technologies & Programm. INFO 4360 Information System Security INFO 4370 Security of Wireless Systems	**Year 4, Five of:** INFO 4210 INFO 4220 INFO 4230 INFO 4320 INFO 4330 INFO 4350 INFO 4360 INFO 4370 INFO 4380 Wireless Sensor Networks ← New courses

Kwantlen
POLYTECHNIC
UNIVERSITY

SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.5***
PREPARED BY:	***Dana Cserepes***

Issue: **Program revision: Public Safety Communications certificate**

The proposed revision of the *Public Safety Communications* certificate program will add two 1.5 credit laboratory courses (PSCM 1280 and 1281). Up to now, students have met laboratory course outcomes without earning credits. The proposed restructuring will allow students to repeat PSCM 1281 if they have not achieved the necessary net words per minute (NWPM) to graduate from the program. The required NWPM were previously tied to passing the practicum course.

For approval: That Senate approve the revision of the *Public Safety Communications* certificate program.

Kwantlen
POLYTECHNIC
UNIVERSITY

MAILING ADDRESS
12666 – 72nd Avenue
Surrey, BC
Canada V3W 2M8
www.kwantlen.ca

TELEPHONE
604-599-2100
WEBSITE

Memorandum

TO: **Senate Standing Committee on Curriculum**

C: **Trades and Technology Curriculum Committee**

FROM: Tally Wade
Coordinator, Public Safety Communications (PSCM) Program

DATE: December 17, 2009

SUBJECT: Public Safety Communications Program New Courses:
Communications Lab I & II

On December 7, 2009, the Trades & Technology Curriculum Committee approved a program revision to the Public Safety Communications Certificate Program. The revision includes the addition of two – 1.5 credit courses, PSCM 1280 and PSCM 1281. This brings the program into line with current practice, giving students credit for time spent in the lab, as well as for completing assignments to become proficient in keyboarding. This also benefits students who do not achieve the required 50 net words per minute (NWPM) by the end of the program. In the past, they would fail the Practicum as it was a component of that course. Once students, have improved their keyboarding speed, they would be able to register for only PSCM 1281 to complete their certificate.

The implementation date for these courses is September 2010.

Following is an overview of the current program and the proposed changes. Your approval of this revision will facilitate an enhanced structure that allows for students to achieve the expected outcomes of the program, as identified by the program advisory committee.

Public Safety Communications Program

Existing Program	Proposed Addition of Lab Courses
Semester One PSCM 1100 – Call Processing PSCM 1120 – Radio Communications PSCM 1140 – Human Behaviour I PSCM 1150 – Legal Influences PSCM 1400 – Emergency Planning Computer Aided Dispatch Labs are non-credit courses, rather embedded in PSCM 1100 & 1120. Keyboarding assignments currently comprise 10% of the Call Processing Course. **Semester Two** PSCM 1200 – Police Communications PSCM 1240 – Human Behaviour II PSCM 1260 – Practicum PSCM 1300 – Fire Communications PSCM 1500 – Emergency Medical Communications Keyboarding assignments currently comprise 10% of the Practicum Course. If students are unable to achieve 50 NWPM in keyboarding, they fail the Practicum course.	**Semester One** PSCM 1100 – Call Processing PSCM 1120 – Radio Communications PSCM 1140 – Human Behaviour I PSCM 1150 – Legal Influences PSCM 1400 – Emergency Planning **PSCM 1280 – Communications Lab I (1.5 credits)** Students would be getting credit for time spent in the lab working with radio and Computer Aided Dispatch equipment. Keyboarding assignments would be added to this course. **Semester Two** PSCM 1200 – Police Communications PSCM 1240 – Human Behaviour II PSCM 1260 – Practicum PSCM 1300 – Fire Communications PSCM 1500 – Emergency Medical Communications **PSCM 1281 – Communications Lab II (1.5 credits)** Keyboarding would be moved to PSCM 1281. If students are unable to achieve 50 NWPM, they do not lose credits from their work in the Practicum course. This would also enable students to return to get their certificate without having to register for a 3 credit course to complete a keyboarding exam.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.6***
PREPARED BY:	***Dana Cserepes***

Issue: **Intervention Plan for Students at Risk in ENGQ 1099**

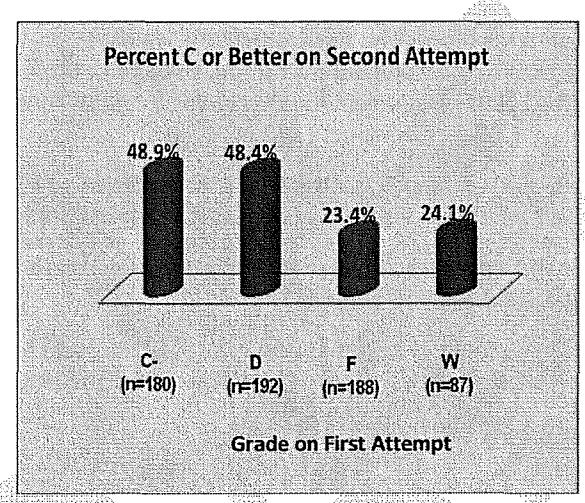
The intervention plan for students at risk in ENGQ 1099 is for those who fail or withdraw in their first attempt at ENGQ 1099. They will be redirected into ENGQ 1099R, which will include non-compulsory tutoring. The mechanics for making this redirection possible have been arranged through Enrolment and Registrar Services.

For approval: That Senate approve the revision Intervention Plan for Students at Risk in ENGQ 1099.

An Intervention Plan for Students 'At Risk' in ENGQ 1099

The Problem

Typically, about twenty percent (20%) of the students in ENGQ 1099 classes are taking the course for a second time. Only about one in four (25%) of those who fail (F) or withdrew (W) on their first attempt manage a grade of C or better on their second attempt. (Graph I below shows the percentage of students obtaining a grade of C or better on the second attempt versus their grade on the first attempt. These figures are based on 647 first time repeaters from Fall 05 to Summer 08.) Very few of the students who are unsuccessful on their second attempt bother to register for a third time. (Of 403 students who were unsuccessful on their second attempt, only 52 re-enrolled.)



GRAPH I

Graph I shows the percentage of students obtaining a grade of C or better in ENGQ 1099 on the second attempt versus the grade obtained on the first attempt. On average, about 50% of the students with grades of C- or D on the first attempt obtain a grade of C or better on the second attempt. However, only about one in four of the students with a grade of F or W on the first attempt obtain a grade of C or better on the second.

Clearly, most of the students who withdraw or fail on their first attempt at ENGQ 1099 are 'at risk' on their second attempt.

A major factor in this, based on evidence from in-class assessments during the first week of the semester, is the students' basic skill level: for many of these students, it is sufficiently low enough that they have little chance of success, even on their second attempt. At the same time, most of these students are also struggling in their undergraduate courses. (The average undergraduate GPA for this group is only 1.63.)

We propose an intervention that would interrupt this pattern of failure.

Proposal

Students who receive grades of F or W on their first attempt at ENGQ 1099 should be required to have their skills assessed prior to being allowed to re-register. Based on the assessment, students will receive one of the following 5 recommendations:

1. re-registration in 1099 with no caveats;
2. concurrent registration in ENGQ 1096 tutorial course;

3. registration in a writing pathway course at a lower level;
4. registration in a literacy level course in ACP;
5. ELST assessment and placement.

Further, all of these students would be offered individual tutor support provided that they registered in the recommended course.

The overall effect would be to place the previously 'at risk' students into more appropriate courses, with suitable supports in place.

Implementation

This proposal thus requires the creation of a second course, ENGQ 1099R (R for 'repeatable'), that is identical to ENGQ 1099 in every way except for the prerequisite, which will be limited to 'ENGQ 1099 D, **C-** or assessment', **and for the provision of tutor support through the ERS alert system.** No one would be allowed to simply repeat ENGQ 1099. Implementation according to the students' original ENGQ 1099 grades is as follows:

a) Only students who got a C- or D on their first attempt at ENGQ 1099 (or who subsequently did the assessment and were placed back at this level) would be allowed to take ENGQ 1099R.

b) Students who got an F or W on their first attempt at ENGQ 1099 would have to do the assessment **and would be placed on one of 5 pathways (see above).**

Sections of the new 'R' course would be cross-listed with ENGQ 1099 to avoid having separate classes consisting entirely of repeaters. As stated, students registering in ENGQ 1099R would be offered tutor support.

Timeline

In order to ensure that students are given ample notification, we propose implementing this change for fall 2010. Students registering for spring and summer 2010 sections of ENGQ 1099 would be informed of the impending change.

What This Would Look Like From a Student's Perspective

Students looking to re-enrol in ENGQ 1099 would go online to attempt to re-register, at which point they would get a prerequisite error message as follows:

> *If you received a C- or D grade on your first attempt at ENGQ 1099, you must register in ENGQ 1099**R**. Individual tutor support is available, upon request, by contacting the ERS department at 604-599-****.*
>
> *If you received an F or W grade on your first attempt at ENGQ 1099, you must sign up for a free consultation and assessment of your skills by contacting the ERS department at 604-599-****. Every effort will be made to ensure that your next experience is a successful one.*

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MEETING DATE:	***January 25, 2010***
AGENDA #:	***9.7***
PREPARED BY:	***Dana Cserepes***

For information: The SSCC approved the establishment of the Elearning Steering Committee as a subcommittee of SSCC, with the proviso to review in 12 to 18 months whether this the most appropriate way for the subcommittee to achieve its mandate.

Attached is the rationale, mandate, duties, and membership of the subcommittee.

Elearning Steering Committee Proposal (Revised Jan 15, 2010)

Proposal:

That the Elearning Steering Committee become a subcommittee of the Senate Standing Committee on Curriculum

Rationale:

The landscape of higher education has changed dramatically over the last decade, paramount being the internet and its application and integration in teaching and learning. Almost all Canadian universities now offer courses or programs online, with some institutions offering entire credentials through elearning.

Clearly elearning is an essential component of higher education, and its value to students, faculty and institution recognized. In addition to offering greater flexibility and access, it allows faculty opportunities to explore new pedagogical approaches and new ways for learners to interact with each other, with content and with teachers. As new programs are developed, and existing programs reviewed and revised, delivery mode must be considered, with possibilities ranging from traditional class-room based delivery, web-enhanced (face-to-face supported with web-based technologies), blended (combination of face-to-face and online learning), to fully online offerings.

While the integration of elearning is both strategic and timely for Kwantlen Polytechnic University, policies and practices congruent with the priorities of the university must be developed. In order to address these issues, an elearning committee as a sub-committee of the Curriculum Committee is proposed.

Proposed Mandate:

The committee would support the innovative use of elearning, encourage the engagement of faculty in elearning methods, review and pilot tools and software, and make recommendations regarding policies and practices for elearning at Kwantlen in consultation with administration, faculty, staff and students.

Proposed Duties:

- Develop an elearning strategy with guiding principles for advancing elearning at Kwantlen.
- Promote the innovative use of technology in teaching and learning.
- Identify gaps in existing policies.
- Provide input and recommendations for new policies and practices (administrative, pedagogical, and technological) to Senate Standing Committee on Curriculum regarding elearning and the integration of technology in teaching and learning based on best practices models
- Report to Senate Standing Committee on Curriculum at least twice per year concerning activities and practices related to elearning and the operation and support of elearning technology tools and systems.

Proposed Membership:

- One faculty member to be selected by each of Kwantlen's Faculties
- One student
- Director, Educational Development (ex officio)
- Executive Director, Continuing Education and Professional Studies (ex officio)
- Manager, Learning Technology (ex officio)
- Systems, Web, & Elearning Librarian (ex officio)

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***10***
PREPARED BY:	***Stephanie Howes***

Issue: **Senate Standing Committee on the Library**

For Information: **The Senate Standing Committee on Curriculum met on December 2, 2009**

- Susan Bruchet presented an overview of Kwantlen"s Library research database subscriptions.
  - ❖ included information on the type of databases available at Kwantlen,
  - ❖ selection of e-resources and the need to increase e-collections,
  - ❖ peer institution library funding comparisons,
  - ❖ financial challenges (continued challenges with multi-campus libraries)
  - ❖ information about the Canadian Research Knowledge Network (CRKN).

    A Canadian consortium with the mandate to expand digital collections for Canadian university libraries. CRKN provides online access to over 220,000 scholarly journals to universities across Canada. The cost is $10,000 for membership and $80,000 per annum for subscription costs. Currently Kwantlen the only University in BC without a membership due to funding challenges. The "package" format of the consortium is more financially sound than to purchase subscriptions per individual database, as well it offers much more than currently being offered through the library today, however, it is more expensive than what is currently financially available. The committee discussed strategies to enable Kwantlen to become a member of CRKN, however, reallocation of funds will mean a loss to the collection in other important areas, such as periodicals.
  - ❖ committee agreed the library collections should be considered an institutional priority to meet the needs for the increased demand from degree education and faculty research.
- The committee discussed the Faculty Library Survey. Questions were raised about the length and frequency of the survey, and the type of questions asked. Suggestions have been made to streamline the choice options. The committee supported the following concepts:
  - ❖ Issuing a long survey followed by a short survey
  - ❖ Focus groups to enrich data collected
  - ❖ Surveying faculty and staff one year and students in alternate years
  - ❖ Using the Library website for questions
  - ❖ Focus more questions to pertinent/current library issues

- Cathy MacDonald reported that the Library is undergoing a service review. The contractor is Brigitte Peter-Cherneff (Saltspring Island Head Librarian). She will be doing site visits and people are welcome to meet her on December 2, 2009 at the Surrey Campus Library and December 3, 2009 at the Richmond Campus Library.
- Cathy MacDonald distributed copies of the Coast Capital Savings Library Annual Report 08/09. The annual report is posted on the Library website at: http://www.kwantlen.bc.ca/__shared/assets/2008_Library_Annual_Report12808.pdf
- The Library has finished its student library survey report. It will be available at the Spring 2010 meeting.
- A silent study area is being established in the Library on third floor.
- Facilities and fine arts students are working together to use the Library lobby to showcase student artwork.
- The Library has applied for a SHIRC grant for aboriginal program
- The Library is reaching out to public libraries in the area, offering a tour to librarians
- 4 new type 1 librarians have been hired

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***11***
PREPARED BY:	***Carolyn Robertson***

Issue: **Report from the Senate Standing Committee on Program Review**

For Information: The Senate Standing Committee on Program Review met on Wednesday, December 16, 2009. Summary of current reviews:

- **Diploma in English Language Studies** –The ELST final report and action plan was received by the SSCPR and approved with minor revisions. The action plan will come to Senate on March 1, 2010.
- **Bachelor of Arts in Psychology** and **Bachelor of Applied Arts in Psychology** – The self-study is completed and has met the requirements of Policy B.12. The external site visit is scheduled for January 26, 2010.
- **Access Programs for People with Disabilities** – Data has been generated and the self study report will be drafted during January and February 2010. External review planned for May 2010.
- **Diploma of Technology in Environmental Protection** –Surveys have been distributed to students.
- **Modern Languages** – Draft surveys have been submitted for distribution in January 2010. External review possibly May 2010.
- **Special Education Teacher Assistant** – Surveys for students, grads, faculty and employers are under development; the surveys for students and faculty will be distributed in February 2010. External review planned for May 2010.
- **Bachelor of Arts in Community Criminal Justice and the Bachelor of Arts, Major in Criminology** – The faculty survey has been completed and data will be analyzed. Additional information will be gathered from non-program students in January 2010. Further provincial data has been submitted to the program for analysis.
- **Adult Basic Education** – The faculty survey has been distributed. The student survey will be distributed in January 2010. Work as begun on community surveys and on preparing questions for other Kwantlen employees.

- **Horticulture –** Surveys have been submitted for set-up and distribution. External review planned for April 2010.
- **Graphic Design for Marketing –** To begin February 2010.
- **Accounting –** To begin January 2010.

Other items discussed

The committee discussed budget needs for the upcoming budget submission, the need for a template for small programs with limited faculty members, and the need for a process for accessing follow-up funds for programs that have successfully completed their reviews.

Three institutions have expressed interest in learning more about Kwantlen's program review process as a model for their development. One contact was on the recommendation of one of the external reviewers for Kwantlen's DQAB exempt status. Congratulations to the SSCPR Committee and the Program Review team for their work in developing this noteworthy process.

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SENATE

MEETING DATE:	***January 25, 2010***
AGENDA #:	***12***
PREPARED BY:	***Jody Gordon***

Issue: **Approval of graduates as of January 25, 2010**

For approval: That Senate approve the graduates as of January 25, 2010.

Graduates for Senate Approval

SENATE MEETING: Monday, 25-Jan-2010

Graduates from the Faculty of Business

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Andrea Melissa Chudyk
David Donald Fairholm
Kristina Leila Girardi
Francis Kuo Ching Hou
Paige Joan Meadows
Christine Dawn Pauls
Pico Quach
Rupinder Kaur Sandhu
Ajitpal Kaur Sangha
Tony Ka-Ki Shum
Katherine Peng-Ying Sun

Bachelor of Business Administration in Accounting, Co-operative Education Option

Rosely Chanthavong
Jaime Michelle Hudson
Leah Roberta Rihela

Bachelor of Business Administration in Entrepreneurial Leadership

Mun Wa Chung
Debra Lyn Gebert
Prabjot Kaur Gill
XiXi Han
Siu Wai Leung
Bryson Matthew Sask
Cong Cong Sun
Daniel John Vanderwal
Andrew James Wilkinson
Jiabin Wu

Bachelor of Business Administration in Entrepreneurial Leadership, Co-operative Education

Long Thanh Ho
Samantha Kwong

Bachelor of Business Administration in Human Resources Management

Jennifer Anne Giroux
Amanda Stephanie Lynn Morrow

Bachelor of Technology in Information Technology

Ranvir Singh Bahl
Abhay Midha

Bachelor of Technology in Information Technology, Co-operative Education Option

Eugeny Gilburg
With Distinction

Diploma

Diploma in Accounting

Gurpreet Singh Bajwa
Poonamjit Kaur Cheema
Michelle Demakiling
Jenna Leigh Fairhurst
Sonia Heer
Ricky Wai Ming Ho
Wai Kwan Ho
Amanpreet Kaur Jawanda
Lisa Kaur Kang
Jin Gyeong Kim
Anish Koirala
Ranjit Kaur Kooner
Neetu Kumar
Tina Tin Lun Lai
Sam Carlos Wong Lee
Amrutha Rekha Mallavarapu
Namreet Singh Mann
Paul Yau Kei Poon
Gurvinder Sidhu
With Distinction
Amina Tahir
Derek Michael Takahashi
Sukhdeep Kaur Toor
Michael Jozef Turner
Li Wang
Zhiyuan Wang
Christopher James Woodrow
Wendi Xi
Hui Yuan Yang
Ying Zhang

Diploma in Business Administration

Gurdeep Singh Banwait
Joanna Choi-Yan Cheng
Alyssa Brittany Gallaway
Siu Keung Lai
Francis Chik Wai Leung
Junxian Liang
Han-Ni Lin
Liyi Liu
King Leong Lo
Darya Marina
Geoffrey Scott Murie
Sophia Je Hae Myong
With Distinction
Anastasia Maria Pittakidis
Hong Qiu
Attinderjeet Sandhu
Ratan Singh Sandhu
Matthew Sousa
Jia Xian Wu

Diploma in Business Management

Michael Steven Ames
Rohin Arora
Paul Nicholas Atwell
Bhuvsagar Singh Bassi
Manjinder Kaur Buttar
Xuxing Deng
Manjit Kaur Dulay
Mark Alexander Fletcher
Vicki Wai Kay Fok
Brighton B Gbarazia
Neil Jamieson Guerrero
Wayne Wei Cheng Hsiao
Sameh Youssef Khattab
Wai Lon Lo
Nigel Vincent Magdanz
Kevin Mann
Brooke Ashley McColl
Daniel Oprea
With Distinction
Shaun Johal Singh Padda
Amandeep Randhawa
Parmjot Singh Sandhu
Matthew Taylor Sands
Shannon Alexandra Spier
Leanne Michelle Thiessen
With Distinction
Tarandeep Singh Toor
Manjit Kaur Virk
Jessica Wan
Zheng Yin Yu

Diploma in Computer Information Systems Co-operative Education Option

Lukas Graham Wilson

Diploma in General Business Studies

Kyle Adam Giesbrecht
Polina Lozhkin
Jessika Kateri Sellars-Myers

Diploma in Marketing Management

Julian Clyde Asuncion
Cheryl Jane Brotonel
Anthony James Brown
Chandace Danielle Chase
Wei Mi Chen
Kristy Maria Deboer
Parisa Dolatyar Bastani
Lawrence Sy Go
Jeffrey Nitesh Gopal
Marta Grabowski
Kristin Marie Hassell
Ngan Melissa La
Queenie Lai Ka Lau
Michael Paula Jean Park
Harpal Singh Sahota
Meghan Adele Viegener
Bryan Ernest Wainwright
Jia Yao
David Yu

Diploma in Marketing Management, Co-operative Education Option

Katherine Leah Murphy

Certificate

Certificate in Accounting

Kam Cheung Chui

Certificate in Business Management

Dilpreet Kaur Basra
Chia Wei Chang
Amanjit Kaur Ghag
Samir Fred Jellali

Certificate in Computer Information Systems

Alex Thomas Felix Brenzinger
Jason Chang
Nicholas Steven Oliver

Certificate in Marketing

Hung-Wei Chang
Jennifer Nicole Lynch
Manraj Kevin Sehra

Graduates from the Faculty of Community and Health Studies

Baccalaureate Degree

Bachelor of Psychiatric Nursing

Juan Kristoffer Avendano Alviar
Amanjote Kaur Atwal
Kareen Rose Dion Baraquio
Linda Mary Bjornson
Karen Lorraine Bacani Mendoza
Kate Hoi Ki Cheung
With Distinction
Jagdeep Kaur Gill
Neelam Gill
With Distinction
Ratha Koch
With Distinction
Visnja Mitrovic
With Distinction
Vanessa Lyn Obusan
Mureena Huseen Omar
Sawaranjit Kaur Pandher
Angela Louise Russolillo
With Distinction
Lindsey Michelle Webster
With Distinction

Certificate

Certificate in Special Education Teacher Assistant

Kimberley Lyn Caras
With Distinction
Amy Yun Chen Chou
With Distinction
Jennifer Elizabeth Donauer
With Distinction
Jodi Lorene Scott

Citation

Citation in Graduate Nurse Re-Entry

Margaret Elizabeth Hoffman
Ewa Lucyna Rybacha
With Distinction

Graduates from the Faculty of Design and Communications

Diploma

Diploma in Fashion Design and Technology

Chandace Danielle Chase

Certificate

Certificate in Fashion Marketing

Jenelle Mary Hameluck
Jaemie Leigh Sebastian Sures

Graduates from the Faculty of Humanities

Baccalaureate Degree

Bachelor of Arts - Double Minor in Creative Writing and English

Stephanie Claire Hall

Associate Degree

Associate of Arts Degree in English

Adam Kyle Fourchalk
Rachel Victoria MacPherson
Jessica Ainsli Todd

Associate of Arts Degree in Philosophy

Colton Daniel Ringrose
With Distinction

Graduates from the Faculty of Qualifying Studies
Diploma

Diploma in English Language Proficiency

Xiao Xi Chen
Yuan Gao

Developmental Credential

Adult Graduation Diploma

Cassandra Lee-Anna Webb

Graduates from the Faculty of Science and Horticulture
Diploma

Diploma in Horticulture Technology - Greenhouse/Nursery Production

Kayla Ann-Maria Boots
Dustin Matthew De Jongh

Diploma of Technology in Environmental Protection, Co-operative Education Option

Lakhvinder Singh Sahi

Graduates from the Faculty of Social Sciences
Baccalaureate Degree

Bachelor of Applied Arts in Psychology

Janice Arlene Gunn
Sandra Lenore Villanueva Guiterrez

Bachelor of Applied Journalism - Concentration in Public Relations

Daniel Robertson Chalcraft

Bachelor of Arts - Double Minor in Philosophy and Political Science

Shelley Fay Coburn
With Distinction

Bachelor of Arts - General Studies

Gemma Louise Becker
Diana Louise Gebert
Hermanjit Kaur Kahlon
Bob Luke Kwong
Siu Keung Lai
Helen Elizabeth Laycock
Ashley Anne Looye
Stephannie Lynn Moran
Lindsey Constance Osborne
Avesta Rezazadah
Melissa Gabriela Rivero
Eryn Elizabeth Salhany
Sundus Imran Shamsi
Balpreet Kaur Toor
Kristi Joanne Webster

Bachelor of Arts - Major in Criminology

Gurjit Atwal
Benjamin Jeris Boateng
Matthew James Ekman
Gurbir Singh Hayer
Ronald Ritesh Prakash
Karamvir Singh Saini
Man Him Tse

Bachelor of Arts - Major in General Studies, Minor in Sociology

Elizabeth Alexandra O'Donoghue

Bachelor of Arts - Major in History

Connie Michelle Eytcheson
Kathryn Joanna Voorhorst

Bachelor of Arts - Major in History, Minor in English

Jessica Rae Dorey

Bachelor of Arts - Major in Psychology

Saadiyya Shahenaz Ali
Sarah Jean Cavalli
With Distinction
Lakhwinder Gill
Jessica Mae Kuyek
Suleyma Yvette Montenegro
Sarah Elizabeth Salter
Navdeep Kaur Sandhu

Bachelor of Arts - Major in Psychology, Minor in Criminology

Michael Jason Prince

Bachelor of Arts - Major in Psychology, Minor in History

Ashley Nichole Bowkett
Amber Alaine Grunert
Selina Sundeep Johal

Bachelor of Journalism

Jamie Mark Jacques

Associate Degree

Associate of Arts Degree in Anthropology

Mark John Friedli

Associate of Arts Degree in Criminology

Janelle Suzanne Janzen
Vimol Khera
Matthew Daniel Killeen
With Distinction
Monika Vicky Kundi
Sharon Evangelin Premia
Colin Andrew Rachel
Anna Sergeyeva
Attila Steve Szalay
Jagdeep Singh Takhar
Amy Roxanne Waugh

Associate of Arts Degree in General Studies

Leon Walter Girling
Parveen Kaur Hans
Heidi Erika Johnson
With Distinction
Sara Marie Knappe
Manabu Seki
With Distinction

Associate of Arts Degree in Geography

Nathan David Ker Andrews
Stephanie Anne Lesur
Felix Peng Fei Li
David Fraser Scott

Associate of Arts Degree in History

Peter Christopher Sawatzky

Associate of Arts Degree in Political Science

Jagjit Singh Dhaliwal

Associate of Arts Degree in Psychology

Khadijah Hana Ali
Harpreet Kaur Bains
Jaskaran Kaur Bola
With Distinction
Jamie Aaron Fofonoff
Kyle Alex Garnham
Joshua Clinton Shawn Hines
Selina Sundeep Johal
Burnett O Y Kung
Andrew Wee Kwang Lim
Bobbi Lusic
With Distinction
Nicole Christine Marie Mortimer
Kelsey Laura Ringham
Samantha Venus Shandal
Nicole Joy Sherlock
Melanie Michelina Skinner

Diploma

Diploma in Criminology

Patrick Gary Chromy
Melissa Ann Closter
Mandeep Singh Johal
Alexandra Claire Kaltenegger
Ashley Darroch Mitton
Trevor James Plain
Courtney Lynn Rychly
Yingsi Wen
Amanda Michelle Young

Diploma in General Studies

Samir Bhatnagar
Richard Thomas Robinson
Amy Yiu
With Distinction

Diploma in Journalism

Joshua Clinton Shawn Hines

Certificate

Certificate in Criminology

Emrhan Amaarpreet Jhutti
Vanessa Rae Larochelle
Nicole Laurie Patapoff
Anna Lee Phillips

Graduates from the Faculty of Trades and Technology
Certificate

Certificate in Advanced Farrier Training

Theresa Danielle Coates
Lacey Kay Connick
Robin Lee Hrdlicka

Certificate in Appliance Servicing

Craig Michael Allen
With Distinction
Kenneth E P Baker
With Distinction
Shane Robert Banks
With Distinction
Sergiy Igorovyc Biloborodko
With Distinction
Luke Fields
With Distinction
Christopher James Hilliker
With Distinction
Christi Clyde McLeod
With Distinction
Mohammad Amin Mokhtarnameh
With Distinction
Richard Clarence Postma
With Distinction
Jade Ian Twiss
With Distinction

Certificate in Computer Aided Design and Drafting - Manufacturing

Benjamin Ken Wen Hew
With Distinction
Faraz Hassan Nayebi

Certificate in Electrical Drafting

Terrance John Whittle

Certificate in Welding - Level C

James Ross Okeymow

Citation

Citation in Welding - Level A

Kyle Ronald Bramhoff
With Distinction
Kenneth Jason Campbell
Clayton James Cole
With Distinction
Liam Braeden Crawford
With Distinction
Francisco Eduardo Morales
Clayton Thomas Murdoch
With Distinction
Robert Christopher Myring
Davinder Singh Olak
With Distinction
Romeo Blanco Solano
With Distinction
Benjamin Campbell Tuff
With Distinction

Citation in Welding - Level B

Scott Michael Bailey
Douglas James Bennett
Mark Philip Chretien
With Distinction
Brien Tadeusz Halpert Creelman
With Distinction
Brock Tyler Donnelly
Owen Wendel Fairweather
With Distinction
Jacob Fraser
With Distinction
Dustin Taylor Geyer
With Distinction
Christopher James Hastie
Andrew Arthur Jordan-Knox
Derek Kenneth Luporini
With Distinction
Travis Adam Matthee
With Distinction
Fraser James McLennan
Cory Andrew Reppen
With Distinction
Laurie James Robinson
Jesse Julian Shandroski
Zhi Qiang Shi
Joshua Matthew Stone
Jeremy Richard Thomas
With Distinction
Harry Gonzalez Torrealba
Shaun Michael Webb
With Distinction
Lisa Elizabeth Weber
Tyler Leigh Brant Willson
With Distinction