



Regular Meeting Agenda

Board of Governors

Date: January 30, 2019

Time: 4:00 pm – 4:36 pm

Location: Cloverdale Campus,
Boardroom 1853

Attending: Doug Beaton, Samuel Baroi, Akash Bhullar, Sandra Case, Farhad Dastur, Alan Davis, Amos Kambere, Marc Kampschuur, Michael McAdam, Mohammed Mahabub, Hanne Madsen, Kim Rose, Amandeep Singh, George Melville, Shelly Hill

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

Excused:

Presenters and Administrative Resources: Salvador Ferreras, Marlyn Graziano, Jon Harding, Caroline Lillico, Joe Sass, Laurie Clancy, Keri van Gerven, Stephanie Howes

4:00 pm Regular Board Meeting
Closed Board Meeting to follow
In camera Debriefing Session to follow

<i>Agenda Item</i>	<i>Resource</i>	<i>Action</i>	<i>Time</i>	<i>Page</i>
Tour of the Cloverdale Campus			Tour begins at 3:15	
1. Call to Order & Introductory Remarks	Sandra Case		4:00	
2. Approval of Agenda	Sandra Case	M	4:00-4:01	
3. Consent Agenda	Sandra Case	M	4:01-4:03	3
3.1. Minutes of the November 21, 2018 Regular Board of Governors Meeting				4
3.2. Program Concept: Bachelor of General Studies				9
4. Finance Committee Report				
4.1. Committee Chair Report	Doug Beaton	I	4:03-4:05	
5. Governance Committee Report				
5.1. Committee Chair Report	Hanne Madsen	I	4:05-4:06	
5.2. Establishment of New Post-Baccalaureate Department, Operations and Technical Management	Stephanie Howes	M	4:06-4:09	66
5.3. Establishment of New Department: Applied Communications and Public Relations	Stephanie Howes	M	4:09-4:12	71



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6. Human Resources Committee Report				
6.1. Committee Chair Report	Sandra Case	I	4:12-4:13	
7. President's Report				
7.1. Report to the Board	Alan Davis	I	4:13-4:16	
8. Provost's Report				
8.1. Report to the Board	Salvador Ferreras	I	4:16-4:19	
9. Vice President, Finance & Administration's Report				
9.1. Report to the Board	Jon Harding	I	4:19-4:22	
10. Senate Report: November 26, 2018 and December 17, 2018	Alan Davis	I	4:22-4:24	78
11. Next Meeting Agenda Contribution	Sandra Case	D	4:26-4:28	
12. For the Good of the Order	All	D	4:28-4:31	
13. Feedback on the Meeting	All	D	4:31-4:34	
14. Appendix:				
14.1. Report to the Board of Governors	Alan Davis	I	4:34-4:35	
15. Next Meeting Regular Board Meeting Wednesday, March 27, 2019 Surrey Campus, Cedar Boardroom 2110 4:00 – 7:00 pm	Sandra Case	I	4:35-4:36	
16. Adjournment	Sandra Case		4:36	



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#3
January 30, 2018
Sandra Case

Agenda Item: **Consent Agenda**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors approve the following items on the Consent Agenda: 3.1 Minutes of the November 21, 2018 Regular Board of Governors Meeting 3.2 Program Concept: Bachelor of General Studies
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Attachments: 1. Minutes of the September 19, 2018 Regular Board of Governors Meeting
 2. Program Concept: Bachelor of General Studies

Submitted by: Keri van Gerven

Date submitted: January 23, 2019

Present: Board

Douglas Beaton
Samuel Baroi
Sandra Case / Chair
Farhad Dastur
Alan Davis / President & Vice
Chancellor
Amos Kambere
Michael McAdam
Marc Kampschuur
Mohammed Mahabub
Kim Rose
Amandeep Singh

University Vice Presidents

Salvador Ferreras / Provost & VP Academic
Marlyn Graziano / VP, External Affairs
Jon Harding / VP, Finance & Administration

Presenters and University Resources

Betty Hoang / Senior Business Advisor & Internal Auditor
Adam Jaffer / Manager, Organizational Risk
Maggie MacKenzie / Confidential Assistant, Board of
Governors
Lori McElroy / Executive Director, Institutional Analysis &
Planning
Nadia Rowe / Interim General Council
Joe Sass / Executive Director, Financial Services
Abby Thorsell / AVP, Human Resources
Keri van Gerven / University Secretary & Confidential
Assistant to the President & Vice Chancellor

Regrets:

Akash Bhullar
Shelly Hill
Hanne Madsen
George Melville / Chancellor

1. **Call to Order** The Chair called the meeting to order at 4:01 pm and welcome guests.
2. **Approval of Agenda** **Motion #08-18/19**
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Agenda with the addition of the reorganization of the Faculty of Academic & Career Advancement to the Agenda.
3. **Consent Agenda** **Motion #09-18/19**
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following item on the Consent Agenda:
 - 3.1 Minutes of the September 19, 2018 Regular Board of Governors Meeting
 - AND**
 - receive the following items on the Consent Agenda for information:
 - 3.2. 2019-20 Academic Year Schedule Academic
 - 3.3. 2020-21 Academic Year Schedule Academic
 - 3.4. Submission to the Select Standing Committee on Finance and Government Services

Doug Beaton joined the meeting.

Reorganization of the Faculty of Academic & Career Advancement

The Chair, Sandra Case, invited members of the public to address the Board on matters relating to the reorganization of the Faculty of Academic and Career Advancement (ACA). Ms. Case reminded any members of media present that any recordings whether photo, video or voice must cease. Speakers were advised that presentations are limited to two minutes and that members of the Board may ask specific questions and are here to listen but will not engage in discussion.

Diane Walsh, Vice President of the Kwantlen Faculty Association (KFA) addressed the Board and outlined concerns regarding the reorganization and plans for a future discontinuance of the Faculty without consultation or public discussion as required by policy and legislations as well as the potential impacts to programming offered through the Faculty of ACA. Ms. Walsh also advised that the KFA has filed a Grievance in this matter.

Mark Diotte, Faculty Council Chair, Faculty of Academic and Career Advancement addressed the Board and expressed concerns regarding the impact on representation for ACA programming at Senate and Senate composition resulting from its Faculty discontinuance. A lack of consultation and the termination of the Dean were also noted.

Chris Traynor, Senator, Faculty of Academic and Career Advancement advised that a letter from the Faculty of ACA was sent to the Board of Governors expressing concerns regarding the Faculty discontinuance, impacts to governance and student support and lack of consultation.

Sandra Case thanked Diane Walsh, Mark Diotte and Chris Traynor for their presentations and to those individuals who sent correspondence to the Board providing further context and materials for consideration. Ms. Case advised that the Board would be discussing this issue during the Closed meeting.

4. Board Finance Committee Report

4.1 Committee Chair Report

Committee Chair Doug Beaton advised that the committee received updates on the recently approved Procurement Policy / Procedure as well as property and capital projects including Civic Plaza.

5. Board Governance Committee Report

5.1 Committee Chair Report

Committee Vice Chair Amos Kambere advised that the items considered by the committee are on the Agenda.

5.2 Vision 2023 Key Performance Indicators (KPIs)

Lori McElroy highlighted the Vision 2023: Proposed Metrics and noted that one metric was identified for each of the three goals that can help KPU assess progress. Additionally, the accountability measures required by the Ministry of Advanced Education, Skills and Training (AEST) have been included under each goal, where appropriate.

Motion #10-18/19

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the metrics for reporting on the progress of VISION 2023 as recommended by the Board Governance Committee.

5.3 Affiliation Agreement - Orient Education Services Company, Kuwait

Alan Davis advised that the agreement has been revised and is now a contract for services for KPU to consult, advise and ensure quality in degree programs offered at the Canadian University College of Kuwait. Dr. Davis also confirmed that this matter is being presented to the Board for information.

Dr. Davis noted that this matter has also been included on the Closed Meeting Agenda for a further update by Nadia Rowe, Interim General Counsel. It was also noted that this proposal will also be presented to Senate for information in December following its review by the Senate Standing Committee on Academic Planning & Priorities (SSCAPP).

5.4 Code of Conduct Declarations Executed by New Board Members

Committee Vice Chair Amos Kambere advised that Samuel Baroi, Akash Bhullar, Farhad Dastur, Shelly Hill and himself have executed the Code of Conduct Declaration as required.

6. Human Resources Committee Reports

6.1 Committee Chair Report

Committee Chair Sandra Case advised that the items considered by the committee are on the Agenda.

Amandeep Singh joined the meeting.

6.2 Appointment to the Search Advisory Committee for General Counsel

Motion #11-18/19

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the appointment of Amandeep Singh to serve as the Board representative on the General Counsel Search Advisory Committee as recommended by the Board Governance Committee

Amandeep Singh abstained

6.3 Employee Training Initiatives: Respectful Workplace, Indigenous Awareness and Sexual Violence and Workplace Misconduct

Abby Thorsell provided an update on key training initiatives and advised that 75% of employees have completed the Respectful Workplace Training, 237 employees have completed Indigenous Awareness Training Modules and that a variety of stakeholders including Safety and Security, Student Services and Human Resources attended the ½ day Sexual Violence and Workplace Conduct Training Workshop.

7. President's Report

7.1 Report to the Board

Alan Davis stated that the President's Report was included in the Report to the Board and noted that he recently attended the RBC Post-Secondary Roundtable Discussions with Senior VP John Stackhouse to discuss what future skills young people and adult learners will need in the workplace. Additionally, approximately 200 people attended the recent Open House held at KPU Tech and thanked Kim Rose for coordinating the event.

8. Provost's Report

8.1 Report to the Board

Salvador Ferreras advised that the Provost & VP, Academic Report was included in the Report to the Board. Dr. Ferreras noted that KPU Richmond and the Pacific Region National Research office hosted the annual meeting of the Industry Research Associates Program that also provided an opportunity for KPU to highlight its many current and planned research activities.

Additionally, Dr. Ferreras noted that he met with representatives from the Ukraine while attending the meeting with the Commission for Higher Education in the Philippines and that recently the Ukraine Ambassador to Canada visited the Richmond Campus to discuss the types of programming offered by KPU.

9. Vice President, Finance & Administration

9.1 Report to the Board

Jon Harding advised that the Vice President, Finance & Administration Report was included in the Report to the Board and added that the Business Travel & Expense Policy has been revised, the upgrade to Banner is proceeding and that the drainage issues with the Surrey Courtyard pond have been resolved.

9. Senate Report: September 24, 2018 and October 29, 2018

Alan Davis advised that the Senate Report for September 24, 2018 and October 29, 2018 prepared by David Burns, Senate Vice Chair was included in the meeting package.

10. Next Meeting Agenda Contribution

Board members were asked to send contributions for the next meeting agenda to Keri van Gerven at least two weeks in advance of the meeting.

11. For the Good of the Order

Alan Davis advised that a letter was received from a parent whose daughter recently graduated with a Bachelor of Science in Nursing thanking KPU for not only the wonderful graduation ceremony but to also extend congratulations to KPU for its amazing Nursing Program. The individual contributions of Dr. Florkowski, Judy Lee and Dr. Lida Blizzard were also recognized and highlighted.

12. Feedback on the Meeting

There was no additional feedback on the meeting.

13. Appendix:

13.1 Report to the Board of Governors

The Report to the Board of Governors was received and hard copies of the report were distributed to the Board.

14. Next Meeting

Wednesday, January 30, 2019 at the Cloverdale Campus, Boardroom 1853 at 4:00 pm.

Board members wishing to attend a meeting via videoconference or teleconference were asked to notify Keri van Gerven well in advance of the meeting so that the set up could be completed and the technology tested prior to the start of the meeting.

15. Adjournment

The meeting adjourned at 4:33 pm.

Board Chair

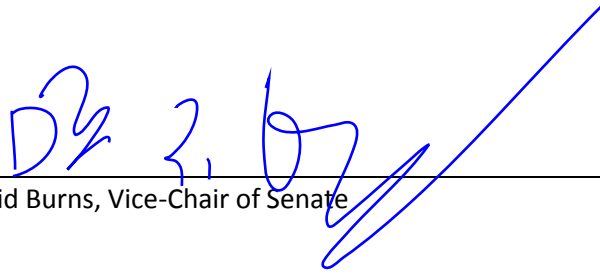


Program Development

Bachelor of General Studies

<input checked="" type="checkbox"/>	Concept Paper approved.* Proceeds to Board as per Policy AC10.
<input type="checkbox"/>	Full Program Proposal (FPP) approved.* Proceeds to Board and Provost's Office as per Policy AC10.
<input type="checkbox"/>	Requires significant revisions and must be resubmitted to Senate.*

*Any required revisions or further steps are noted below.



David Burns, Vice-Chair of Senate

October 29, 2018

Proposal for Kwantlen Polytechnic University
Faculty of Arts Bachelor of General Studies
Degree 2018

Prepared by: **Dr. Faith Auton-Cuff; Dr. Diane Purvey**

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Budgetary Impact of Curriculum

This form is to be used for proposed degree programs that are going to Senate for approval. Please submit the completed concept paper, including all supplementary documentation, to the Senate Office at Senate@kpu.ca at least two weeks before the next meeting of the Senate Standing Committee on Academic Planning and Priorities. For more information on how to complete this concept form, or to submit a completed concept paper for approval by Senate and the Board, please contact the Vice Chair of Senate.

Please include the following completed documents:

- ☒ Impact of Curriculum Proposal Form
- ☒ Cost and Revenue Form
- ☒ Institutional Analysis and Planning Program Feasibility Assessment Request Form
- ☒ Library Impact Assessment
- ☒ Ministry of Advanced Education Stage 1 Review for New Degree Proposals Template, including Feasibility assessments provided by Institutional Analysis and Planning (**Note: For new Minors without a cognate Major, the Stage 1 Review Template is not required. However, the Institutional Analysis and Planning Program Feasibility Assessment Report is still required.**)

CONTACT INFORMATION

Faculty:	Faculty of Arts		
Department:			
Developer:	Dr. Faith Auton-Cuff, Associate Dean	Phone:	604-599-3076
		Email:	faith.auton-cuff@kpu.ca
Dean:	Dr. Diane Purvey	Phone:	604-599-2052
		Email:	Diane.purvey@kpu.ca

PROGRAM INFORMATION

Name of proposed program (include all related programs, such as minors):	Bachelor of General Studies
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SUMMARY OF THE PROPOSED PROGRAM

Please provide a brief summary of the proposed program (250 words max):

The proposed Bachelor of General Studies (BGS) degree is a 4-year, 120-credit program. The proposed degree allows students to create a flexible, interdisciplinary degree program customized to suit their own intellectual and academic interests and career goals.¹ Students can enter the BGS degree program directly with no previous university experience, or after having completed credits or certificates, diplomas, and associate degrees at KPU or other accredited post-secondary institutions through transfer credit. Students can then use these credentials and credits to accumulate credits toward the proposed degree. The proposed degree also accepts competency based PLAR (prior learning assessment and recognition) to give recognition to work experience and/or non-traditional educational experiences. This is the most flexible degree program KPU offers making it ideal for those who have taken a non-linear path to education or have extensive work experience, and wish to complete a Bachelor's degree. This degree is particularly targeted to KPU students, adult students over the age of 25, and transfer students who do not currently have a degree.

Graduates of the proposed program are expected to have:

- Effective written and oral communication skills
- Effective team and interpersonal skills
- Ability to think critically, problem solve, and apply mathematical and scientific reasoning
- An understanding of the scientific and natural world and the ability to use technology
- A sense of social responsibility and citizenship and an understanding of the global context in which we live and work
- An appreciation of the aesthetic, cultural, and diverse world we live in
- Presentation skills
- Highly experiential work integrated learning opportunities that allow them to apply their learning and skills to different work contexts.

Students are expected to develop additional and specific skills depending on the areas of interest they choose to pursue.

¹ Students pursuing the proposed Bachelor of General Studies degree must complete the general education requirements that all students complete to earn a bachelor's degree; however, instead of a major, students choose from areas of interest and are able to take courses offered by various departments within different faculties.

**ALIGNMENT WITH KPU MISSION AND MANDATE, STRATEGIC PLAN AND
ACADEMIC PLAN (Required only for new Minors without a cognate Major)**

Please provide evidence of how the proposed program aligns with KPU's Mission and Mandate, Strategic Plan, and Academic Plan (250 words max):

The proposed BGS degree program builds on KPU's tradition of laddering to allow students flexible options and recognition for previous learning. KPU offers all learners opportunities to achieve success in a diverse range of programs that blend theory and practice, critical understanding and social and ethical awareness necessary for citizenship and rewarding careers. KPU is Canada's leading polytechnic university with open and creative learning environments represented within the proposed BGS degree program. Students who choose the BGS program will also have the opportunity to develop a developmental or professional ePortfolio and can choose courses that are part of KPU's Open Education Initiative, with no textbook costs.

The proposed BGS degree program with its open curricular structure supports KPU's strategic goal of meeting the educational needs of the region's diverse population. This will develop flexible pathways for degree completion through the new KPU Complete initiative which will be especially important for working adults struggling to balance jobs, families, and education. The proposed BGS degree program will also be an exemplar of elements of contemporary education that echo the digital transformation in the choice of delivery of some courses through online and blended learning.

BC's K-12 New Curriculum and KPU's new Academic Plan 2023 emphasize the student as an active participant in his or her own learning process. Many of the courses taken within the proposed BGS degree are now being revised and developed so that students will demonstrate and curate their own learning through the use of an e-portfolio, and adult learners, in particular, will have an opportunity to engage in a degree completion program that is innovative, embodying current, relevant, and applied educational theory and practice.

The proposed BGS degree is also consistent with KPU's new Academic Plan 2023 in its goal to pursue and develop a new approach to adult learning education, recognizing the need for alternate delivery modes capable of addressing the challenges and obstacles for this learning group that is growing within KPU's region. Although different age groups are projected to grow at different rates, the growth rate for 30-44 age groups is expected to be significantly greater than for 15-29 age groups. The population of 45 to 54 year olds is also expected to increase steadily until 2037.² While 78% of expected job openings will most likely require a post-secondary credential, only 65% of BC residents between the ages of 25 and 64 have obtained a post-secondary credential. The Conference Board of Canada estimates that over 95,000 BC residents are not employed because they don't have the education required to meet employer needs.³ The proposed BGS program is designed specifically to meet those needs and begin to fill that gap.

PROPOSED IMPLEMENTATION SCHEDULE

Please provide the intended implementation schedule for the new program. Please include evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program. (250 words max)

DATE	DOCUMENT	GOVERNANCE/RESPONSIBILITY
Spring 2017	<ul style="list-style-type: none"> IAP Program Proposal Assessment Form IAP Program Feasibility Report 	IAP
Summer 2017	Concept Paper: <ul style="list-style-type: none"> Budgetary Impact of Curriculum Proposal Form Cost & Revenue Form Library Impact Assessment Ministry's Stage 1 Review for new Degree Proposals Template 	Dean/Associate Dean <ul style="list-style-type: none"> Finance Finance Library Dean/Associate Dean
Fall 2017 (September/October)	Internal Consultations: <ul style="list-style-type: none"> Registrar School of Business Chip and Shannon Wilson School of Design Faculty of Science and Horticulture Faculty of Health Faculty of Academic and Career Advancement Faculty of Trades and Technology 	Dean/Associate Dean (Dean's Council)
Fall 2017 (November/December)	Internal Governance Approval: <ul style="list-style-type: none"> Arts Standing Committee on Academic Planning & Priorities Arts Standing Committee on Curriculum Arts Faculty Council (AFC) 	Dean/Associate Dean

Fall 2017 (December)	Final Signatures Received on forms attached to the Concept Paper: <ul style="list-style-type: none"> Budgetary Impact of Curriculum Proposal Form (Chair of Arts Faculty Council & Dean and then by Financial Services) 	Chair AFC, Dean, Financial Services
Fall 2017 (December)	Concept Paper presented to the Provost for recommendation to proceed	Dean/Associate Dean
Spring 2018 (Jan - April)	Complete Concept Paper reviewed; if endorsed the Budgetary Impact of Curriculum Proposal Form is signed; and the Concept Paper is submitted to the Polytechnic University Executive (PUE) for endorsement to proceed	Provost
Spring 2018 (May)	If endorsed by PUE, the Chair of PUE signs the Budgetary Impact of Curriculum Proposal Form	Provost and PUE
Fall 2018 (September)	Concept Paper documentation presented to Senate Standing Committee on Academic Planning and Priorities (SSCAPP) and Senate Standing Committee on University Budget (SSCUB)	Dean/Associate Dean
Fall 2018 (September/October)	Concept Paper documentation submitted and presented to Senate	Dean/Associate Dean submits to Senate; Chair of SSCAPP presents the Concept Paper to Senate
Fall 2018 (October/November)	Concept Paper documentation submitted and presented to the Board Finance & Audit Committee and Board Governance Committee for recommendation to proceed to the Board of Governors.	Dean/Associate Dean presents to the 2 Board committees
Fall 2018 (October/November)	Concept Paper documentation presented to the Board of Governors to proceed to development of the FPP	Chair of Board of finance & Audit Committee, and Chair of the Board Governance Committee will present the Concept Paper to the Board
Fall 2018 (November/December)	Stage 1 Review application is submitted to PSIPS for a 30-day public peer review period.	Provost submits the Stage 1 Review to PSIPS

Spring 2019 (January/February)	Review of all peer review feedback, if any, and coordination of a response to any peer review comments received, with the posting of a final response to all peer review comments on PSIPS.	Provost's Office
Spring 2019 (February/March)	Degree Quality Assurance Board (DQAB) will review the Stage 1 Review application and all publicly posted comments, determine whether the criteria have been adequately addressed, and make a recommendation to the Minister for approval.	DQAB
Spring 2019 (March)	Stage 1 Review Decision with clearance to proceed to the development of the FPP	Minister of Advanced Education, Skills & Training
Spring 2019 (March/April)	KPU approval to proceed to the development of the FPP	Provost informs PUE, the Dean, Senate and the Board of the approval to proceed to the development of the FPP; and requests that Financial Services put a placeholder budget item in the projected fiscal year for the potential new program.
Spring 2019 (March/April)	Request to the Provost for release of curriculum development funds; identify the FPP developer(s); give authorization to the developer to proceed with the FPP and relevant course outlines.	Dean
Spring 2019 (April/May)	Internal and External Consultations: <ul style="list-style-type: none"> • Relevant Employers • Program Advisory Committees • Comments provided through the peer review process on PSIPS • External academic consultants 	Developer
Spring 2019 (May)	Submission of FPP to Provost to ensure alignment with the Concept Paper documents	Dean & Provost sign-off

Spring 2019 (May/June)	Internal Governance Approval: <ul style="list-style-type: none"> • ASCAPP • ASCC • AFC • SSCC • SSCAPP • Senate • Board Governance Committee • Board of Governors 	Developer and Dean/Associate Dean; Chairs of AFC, SSCC, SSCAPP, Senate, BOG
Spring 2019 (June)	Provost informs the Marketing Department and submits the FPP to PSIPS for 30-day review.	Provost
Summer 2019 (July)	Review of all peer review feedback, if any, and coordination of a response to any peer review comments received, with the posting of a final response to all peer review comments on PSIPS.	Provost's Office
Fall 2019 (September/October)	Minister grants or denies consent on the degree FPP and will communicate the decision to the Provost's Office via PSIPS and a formal letter by email.	Minister of Advanced Education, Skills & Training
Fall 2019 (November/December)	Provost informs the Dean of the decision, and in consultation with the Dean and the University Registrar determines the implementation date of the new degree. The Provost grants approval on the implementation of the new degree and formally communicates with all relevant stakeholders.	Provost, Dean, Registrar.

² Statistics Canada. (December 15, 2016). Education indicators in Canada: An international perspective, 2016. <http://www.statcan.gc.ca/daily-quotidien/161215/dq161215b-eng.htm>

³ The Conference Board of Canada (2015). Skills for Success. (Accessed March 2017).

**D-4 Budgetary Impact of Curriculum Proposals****From:****Date:** Oct. 17th, 2017

Dept./Program: Bachelor of General Studies	Faculty: Arts
Phone: 604-599-3076; 604-599-2052	E-mail: faith.auton-cuff@kpu.ca; diane.purvey@kpu.ca

Program(s)/Course change(s) that this form applies to:

New Degree: Bachelor of General Studies

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required.

Please see attached letter

(Please contact Financial Services at Budget.Acctng@kpu.ca for assistance with completing this form.)

No additional faculty resources will be required, with the exception of enhanced advising for these unique learners.

Select from one of the following two choices:

- ☒ NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.
- ☐ YES. Additional budget IS required to implement this curriculum change. A brief explanation is requested.
- ☐ Additional budget is required by the proposing Faculty.
- ☐ Additional budget is required by other Faculties outside of the proposing Faculty. Signatures of Deans from other Faculties offering service courses are required.

Signature of Faculty Council Chair:

Date: December 15, 2017

Signature of Faculty Dean:  Date: September 13, 2018


Signature of University Librarian: See attached letter Date: Nov. 24th, 2017

(if additional library resources required)

Signature from Financial Services: See attached letter Date: Sept. 26th, 2017

Signature of Provost:  Date: September 14, 2018

(mandatory for all new program proposals and for significant curriculum changes that may have a budgetary impact)

Signature from Polytechnic
University Executive:  Date: September 14, 2018
(mandatory for all new program proposals)²:

² Please note that new programs include degrees and non-degree programs that are under the purview of the Senate.



September 26, 2017

Diane Purvey
Dean, Faculty of Arts

Faith Auton-Cuff
Associate Dean, Faculty of Arts

Dear Diane and Faith:

RE: DEGREE CONCEPT – FINANCIAL ASSESSMENT EXEMPTION

We have reviewed the assumptions pertaining to the Degree Concept for the Bachelor of General Studies and have determined that there are no new courses or changes in course delivery associated with the proposed credential. As a result, we do not anticipate requiring financial investment or incurring financial risk in proceeding with the proposal. Based on the information provided, I am comfortable waiving the submission and sign-off requirements for the Financial Assessment form on a one-time basis.

If you have any questions or concerns, please do not hesitate to get in touch with me directly.

Regards,

A handwritten signature in black ink, appearing to read 'Joe Sass', with a long, sweeping horizontal stroke extending to the right.

Joe Sass, CPA, CA
Executive Director, Financial Services

Kwantlen Polytechnic University
Library Impact Assessment
Support for Program Proposal/Revision

Name of Program

Date

Bachelor of General Studies

Nov. 24, 2017

The Library supports the development of the Bachelor of General Studies program. As all courses already exist, there will be no monetary impact on the Library.

Summary of Start-up and Subsequent Costs:

Total Estimated Start-up Costs (one time):

Reference Materials Monographs

Audio-visual Materials

Subtotal: _____ \$0

Total Estimated Annual Costs (on-going):

Periodicals

Databases and Indexes

Subtotal: _____ \$0

TOTAL: _____ \$0

Assessment Prepared by:

Linda Rogers

SSCC Liaison Librarian – Linda Rogers

Nov. 24, 2017

Date

Assessment Reviewed by:

[Signature]

University Librarian

November 27, 2017

Date

I support this collection assessment:

Yes ☒

No ☐*

Program Developer:

Faith Auton-Cuff, Associate Dean, Faculty of Arts

November 27, 2017

Name/Title

Date

**Please provide reasons for non-support of assessment*

Program Proposal Feasibility Assessment Request Form

Please complete each cell in the right hand column and submit to IAP: iap@kpu.ca.

If you have any questions, please contact IAP.

Date assessment required <i>Note: IAP generally needs at least a month notice to do a feasibility assessment.</i>	March 20th, 2017
Name of person to contact for additional information	Dr. Faith Auton-Cuff
PROGRAM INFORMATION	
Academic unit offering proposed program <i>Specify Faculty and department or unit within the Faculty that will deliver the program</i>	The degree will be housed within the Faculty of Arts but will serve the whole university.
Name of proposed program <i>(include all related programs, such as minors)</i>	Bachelor of General Studies
Classification of Instructional Program (CIP) http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVDPPage1&db=imdb&dis=2&adm=8&TVD=127939 <i>(Contact IAP for assistance if required)</i>	Code 24 – Liberal Arts and Sciences, General Studies and Humanities
Program development/revision status <i>Indicate whether this is a new program or a revision of an existing program</i>	New Program
Proposed credential(s) to be granted	Bachelor of General Studies
Expected time to complete (in terms)	4 years of full time study or the equivalent
Total number of credits required	120 credits
Type of intake <i>Open intake (Faculty admission) or Limited intake (Program/cohort admission)</i>	Open intake
Entry options <i>Are there alternate ways to enter the program, such as bridging, PLAR? Y/N. If yes, please specify.</i>	Students can enter at any year or semester as long as they meet the minimum residency requirements. Students can also enter through PLAR, and transfer credit.
Laddering options <i>Does this program ladder from, or to, other KPU programs? Y/N. If yes, please specify.</i>	There is potential for students to ladder into the BGS from most certificate and diploma programs, and to post-baccalaureate degrees in a specific discipline.

Program delivery options <i>Please indicate Y/N for the below options. If Y, please provide a brief description (i.e. all core courses scheduled for the weekday evenings)</i> Part-time delivery	Yes, students can take all of this program part-time.
Evening/weekend delivery	Some courses will be offered in the evening and on weekends.
Online delivery (complete or partial)	Some courses are offered online and blended.
Other alternate delivery	Some courses have free textbooks (OER)
Co-op education program / practicum / clinical practice, etc. available? <i>Y/N. If yes, please specify.</i>	Some courses are available that provide practica, co-op, service learning, and work integrated learning opportunities
Community engagement / experiential learning opportunities for students? <i>Y/N. If yes, please specify.</i>	Yes, students will have many opportunities to partake in experiential learning depending on the courses they choose to take
Certification of graduates / accreditation of program? <i>Y/N. If yes, please name the agency and describe the standards which must be met.</i>	No
Cost-recovery program? <i>Y/N. If yes, provide proposed tuition for domestic and international students. (If this information is not available at this stage, IAP can provide a draft assessment which will be updated upon receipt of tuition information).</i>	No
PROGRAM DESCRIPTION & STRUCTURE	
Description of discipline <i>In a sentence or two, provide an overview of the discipline.</i>	The Bachelor of General Studies (BGS) program is an individualized, interdisciplinary degree that provides students the opportunity to customize their learning and career goals rather than adhering to the sequence of courses usually required of students. Students can enter the BGS degree program directly (i.e. with no previous university experience), or after having completed credits or certificates, diplomas, and associate degrees at KPU or other accredited colleges and universities. The degree allows students to use these credentials and credits or to (upon review) accumulate credits through a prior learning assessment for work and professional experience towards the degree.

Program description

In approximately 300-500 words, provide an overview of the program, including its relationship to the discipline and key learning outcomes. (Please be specific)

Scores of people understand the value of receiving a liberal education, and the need for a flexible degree plan that allows a student to have an individualized educational experience. The Business Council of Canada confirms high demand for the skills and abilities that are core to a liberal arts education. Employers want to hire people with a strong complement of soft skills, such as adaptability, collaboration, teamwork, communication and critical thinking abilities. Higher learning has ceased to be simply an elite or elective option...it is now becoming the baseline preparation for full participation in every sphere of life. The general studies degree can be an avenue to link those social concerns to educational achievement.

The Bachelor of General Studies is a degree completion program that finds its roots in interdisciplinary studies. This degree is a combination of the tenets of liberal and interdisciplinary education. Students pursuing the degree must complete the general education requirements that all students complete to earn a bachelor's degree; however, instead of a major, students choose from areas of interest. Degree completion programs are a very effective way for institutions to assist with non-traditional students in completing their degrees. A general studies degree is a flexible alternative for the non-traditional student who would perhaps be working full-time or have family commitments.

A review of the literature reveals that a general studies degree is rooted in liberal and interdisciplinary studies; however, the degree has its own distinct characteristics. The one characteristic that attracts most students is flexibility. Students have the flexibility to make their own choices as to what type of

coursework they wish to complete thereby combining various disciplines to integrate their own life and career interests. This also supports the flexibility of scheduling courses as students are not restricted to a prescribed set of courses except for those needed to complete the requirements for the area of concentration. They can schedule day, evening, weekend, and online courses from a wide range of departments across the KPU spectrum to satisfy their needed requirements. The program is also ideal for the transfer student who may bring in numerous hours from previous coursework that will not transfer into a traditional program. Most often the general studies curriculum requirements offer enough flexibility to allow different credits to be applied. Moreover, students who began school sometime in the past and are now returning view the degree as a faster option to career advancement. They may, after undergoing a prior learning assessment and recognition process (PLAR), be able to begin their new program where they ended a different program years before. PLAR is a process used to determine if credit can be awarded for learning that took place outside of the formal, post-secondary system. Students may have acquired valuable training, skills and knowledge through learning experiences such as industry-based training, professional development workshops and seminars, private study and paid and/or volunteer work. PLAR gives students the opportunity to have such learning assessed and recognized in the form of academic credit toward the program requirements of a KPU Bachelor of General Studies degree. KPU has consulted extensively with Thompson Rivers University (TRU) and has developed an MOU with them to access their competency based PLAR assessment. All of these are reasons why offering a general studies degree is important to the university and the community.

Program concentrations

Provide an overview of the number of credits in the subject concentration(s) that will be included in the program.

Total number of credits in the subject concentration (s)

- Number of credits in the subject concentration(s) that will be taken at the lower levels (**level 1 & 2**)
- Number of credits in the subject concentration(s) that will be taken at the upper levels (**level 3 & 4**)

Note: A program may have more than one subject concentration – for example, an equal number of general management/ leadership courses and supply chain management courses.

Optional: *If available, a list of required courses for the program may be included.*

- Lower level credits: 75 credits including ENGL 1100, and ENGL 1202 or 1204
 - Upper level credits: Minimum 45 credits
- Students may take additional upper-level credits which may be applied to the lower level credit requirement.

COMPETITIVE ASSESSMENT	
Related programs at other postsecondary institutions <i>Please provide the name(s) of related/most closely related program(s) and institution(s)</i>	BGS – University of the Fraser Valley BGS in Education - Simon Fraser University BGS – UBCO BGS – Thompson Rivers University Athabasca University (online)
Unique aspects of the program/ program strengths <i>Is the proposed program different from other programs offered at other postsecondary institutions? Y/N. If yes, specify how it is different (in terms of curriculum, unique experiential learning options, delivery, etc.). Please be specific.</i>	This degree offering is directed toward students in the South Fraser Region – KPU’s catchment area, and this degree allows students to complete their degree with recognition for any appropriate prior learning (upon assessment).
STUDENT DEMAND ASSESSMENT	
Current KPU Students <i>Would current students at KPU be interested in the program? Y/N. If yes, what programs are those students currently in? Why would they be interested in the program?</i>	<p>The Association of Universities and Colleges of Canada (AUCC) (2011) reported that in 2010 “approximately 24 percent of undergraduate students were studying part-time, and 60 percent of part-time students were over the age of 25, compared to 13 percent of full-time students” (AUCC, 2011, p. 7).</p> <p>This degree is targeted to KPU students, adult students over the age of 25, and transfer students who do not currently have a degree. This degree also recognizes and gives credit for experience and specific non-university based educational programs through Prior Learning Assessment.</p>
Related programs at KPU <i>Provide the name(s) of related program(s) offered at KPU (regardless of credential), even those that the proposed program will replace.</i>	BA Major in General Studies

<p>Programs that could articulate with proposed program</p> <p><i>List programs (and institution) that you anticipate could articulate with the proposed program</i></p>	<ul style="list-style-type: none"> • KPU's Certificate in Arts • KPU's Certificate in NGO and Non-Profit Studies • Any certificate or diploma from any other educational institution and KPU
LABOUR MARKET ASSESSMENT	
<p>Main skills graduates will have upon completion of the program (be specific)</p>	<p>Graduates are expected to have:</p> <ul style="list-style-type: none"> • Effective written and oral communication skills • Effective team and interpersonal skills • Ability to think critically problem solve, and apply mathematical and scientific reasoning • An understanding of the scientific and natural world and the ability to use technology • A sense of social responsibility and citizenship and an understanding of the global context in which we live and work • An appreciation of the aesthetic, cultural, and diverse world we live in • Presentation skills • Highly experiential work integrated learning opportunities that allow them to apply their learning and skills to different work contexts.
<p>Sectors/ types of employers that would most likely hire new graduates (list at least 3 – e.g. government, biotechnology firms, conservation agencies, etc.)</p>	<ul style="list-style-type: none"> • Government • Non-profit and Human Service Organizations • Any employer requiring a Bachelor's Degree credential
<p>Occupations and job titles for which new graduates of the program would be qualified (list 5-10).</p>	<ul style="list-style-type: none"> • Administrative Service Managers • Law Enforcement Officers • Executive Directors • Public Relations & Event Planning Coordinators • Volunteer Coordinators • Human Service Workers • Program Directors, Non-Profit • Project Coordinators

References:

The Association of Universities and Colleges of Canada. (2011). Trends in higher education: Volume 1 – enrolment. Ottawa, ON: Author. Retrieved from <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>

Feasibility Assessment for the Proposed Bachelor of General Studies Degree

Prepared by the Office of Institutional Analysis & Planning
Kwantlen Polytechnic University
September 13, 2017

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List of Abbreviations

BGS: Bachelor of General Studies

DACSO: Diploma, Associate Degree and Certificate Student Outcomes Survey

FTE: Full-Time Equivalent

PLAR: Prior Learning Assessment and Recognition

PSE: Post-secondary Education

SFU: Simon Fraser University

STEM: Science, Technology, Engineering, and Mathematics

TRU: Thompson Rivers University

TWU: Trinity Western University

UBCO: The University of British Columbia Okanagan

UFV: The University of the Fraser Valley

UNBC: The University of the Northern British Columbia

Summary of Assessment

The purpose of this report is to assess the labour market need, competitive environment, and student demand for the proposed Bachelor of General Studies (BGS) degree program. Conclusions provided at the end of each chapter are duplicated below.

Description of KPU's Proposed Program³

The proposed Bachelor of General Studies (BGS) degree is a 4-year, 120-credit program. The proposed degree allows students to create a flexible, interdisciplinary degree program customized to suit their own intellectual and academic interests and career goals.⁴ Students can enter the BGS degree program directly with no previous university experience, or after having completed credits or certificates, diplomas, and associate degrees at KPU or other accredited post-secondary institutions. Students can then use these credentials and credits to accumulate credits toward the proposed degree. The proposed degree also accepts PLAR (prior learning assessment and recognition) to give recognition to work experience and/or non-traditional educational experiences.

Graduates of the proposed program are expected to have:

- Effective written and oral communication skills
- Effective team and interpersonal skills
- Ability to think critically, problem solve, and apply mathematical and scientific reasoning
- An understanding of the scientific and natural world and the ability to use technology
- A sense of social responsibility and citizenship and an understanding of the global context in which we live and work
- An appreciation of the aesthetic and cultural world
- Presentation skills

Students are expected to develop additional skills depending on the areas of interest they choose to pursue.

Labour Market Demand Assessment

Emerging trends in business and technology are reshaping labour markets everywhere. The need for global connectivity, the fast pace of digital innovation, and increasing automation are redefining how people think about work and the skills and competencies required to meet the emerging challenges and exploit opportunities. A recent World Economic Forum (WEF) study revealed that global human resources leaders believe over one-third of competencies that are considered important in today's workforce will change by 2020. Critical thinking, creativity, emotional intelligence, and cognitive flexibility will become more important in the near future.⁵

³ Program Proposal Feasibility Assessment Form.

⁴ Students pursuing the proposed Bachelor of General Studies degree must complete the general education requirements that all students complete to earn a bachelor's degree; however, instead of a major, students choose from areas of interest and are able to take courses offered by various departments within different faculties.

⁵ World Economic Forum. Jobs of the Future. (Referenced in BC Government's British Columbia 2025 Labour Market Outlook).

Several other recent studies also confirmed that having soft skills such as relationship building, communication, problem solving, collaboration, and teamwork skills, to manage or work as part of diverse teams, are becoming as important as an individual's technical skills. According to the results of a recent Conference Board of Canada survey, the employers are concerned about deficits in the competencies of recent graduates. Almost 73% of the surveyed employers indicated lower levels of critical thinking and problem solving skills among recent graduates.⁶

A recent study by the Council of Canadian Academies revealed that “STEM skills are necessary but not sufficient for innovation and productivity growth” and that “complementary skills, such as communication, teamwork, and leadership, are also important in and of themselves, as well as to maximize the impact of STEM skills.”⁷ According to the results of a 2015-survey of 90 leading Canadian employers, large Canadian companies are increasingly looking to hire or develop employees with strong soft skills and multi-disciplinary backgrounds, especially when recruiting and developing future leaders.⁸ A 2015-study of 1,709 professional leaders from around the world found that 55% of the leaders had bachelor's degrees in social sciences and humanities and leaders 45 years and under were more likely to hold a degree in social sciences and humanities.⁹

An estimated 934,000 job openings are expected in British Columbia between 2015 and 2025. Of the 934,000 projected job openings, 7 in 10 will be due to retirements and replacement demand will be important in every major occupational group in BC.¹⁰ As older employees retire, BC employers will face an “experience gap” – a loss of managerial and supervisory capacity.¹¹

Of the 934,000 job openings projected in BC by 2025, 42% are expected to be in occupations requiring a diploma, certificate, or apprenticeship training. Over a third (36%) are expected to be in occupations that require a bachelor's, graduate or first professional degree, and/or significant work experience. While 78% of expected job openings will most likely require a post-secondary credential, only 65% of BC residents between the ages of 25 and 64 have obtained a post-secondary credential. The Conference Board of Canada estimates that 95,000 BC residents are not employed because they do not have the education required to meet the needs of employers.¹²

Given the projected employment growth in BC in every major occupational group, the shortage of employees with post-secondary credentials, and the fact that the employers will increasingly be looking for employees with post-secondary credentials, supervisory experience, and strong soft skills,

⁶ The Conference Board of Canada (2015). *Skills for Success: Developing Skills for a Prosperous BC*. (Accessed March 2017).

⁷ Some Assembly Required: STEM Skills and Canada's Economic Productivity: The Expert Panel on STEM Skills for the Future Council of Canadian Academies. <http://www.scienceadvice.ca/uploads/ENG/AssessmentsPublicationsNewsReleases/STEM/STEMFullReportEn.pdf>

⁸ Developing Canada's future workforce: a survey of large private-sector employers. Business Council of Canada and Aon Hewitt (March 2017) <http://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>

⁹ The Educational Pathway of Leaders: An International Comparison

The British Council https://www.britishcouncil.org/sites/default/files/edupathwaysofleadersreport_final.pdf

¹⁰ Government of British Columbia. *British Columbia 2025 Labour Market Outlook*. (Accessed March 2017).

¹¹ The Conference Board of Canada (2015). *Skills for Success: Developing Skills for a Prosperous BC*. (Accessed March 2017).

¹² The Conference Board of Canada (2015). *Skills for Success: Developing Skills for a Prosperous BC*. (Accessed March 2017).

graduates from KPU's proposed Bachelor of General Studies degree program should have good employment prospects upon graduation.

Competitive Assessment

KPU's proposed program is fairly unique within the KPU Region because it is designed to accommodate adult learners who want to return to university to complete a bachelor's degree after an interruption of their education. The program will also serve adult learners with prior learning, training, and experience gained outside a traditional education environment through Prior Learning Assessment and Recognition (PLAR).

Only three public post-secondary institutions in BC offer Bachelor of General Studies programs. One of these programs, SFU's Bachelor of General Studies in Education degree program, which is offered by SFU's Faculty of Education, is more specialized, with a focus on education, than the KPU's proposed program.¹³ The other two are offered by UFV and TRU and hence serve the needs of learners in other regions in BC.

Five public post-secondary institutions in BC offer Bachelor of Arts, General Studies programs. In general, Bachelor of Arts, General Studies programs are not as flexible as Bachelor of General Studies programs. Bachelor of Arts programs require students to declare a major and/or minor, which will have its own set of requirements beyond the general entry requirements. Students in Bachelor of General Studies programs have the flexibility to take a variety of courses across multiple faculties without having to declare a major and/or minor. Moreover, Bachelor of General Studies programs accept a much higher degree of PLAR than Bachelor of Arts, General Studies degree programs, making Bachelor of General Studies programs a better option for adults with prior learning, training, and experience.

Two post-secondary institutions in the Lower Mainland, SFU and Trinity Western University, a private post-secondary institution with campuses in Langley and Richmond, offer Bachelor of Arts degree completion programs. These programs allow individuals to complete their degree while working full-time. Compared to KPU's proposed program, Trinity Western University's program is more specialized, with a focus on leadership¹⁴ and SFU's degree completion program, SFU NOW, does not accept PLAR (Prior Learning Assessment and Recognition).

The domestic tuition for KPU's proposed program would be the lowest at \$136.30 per credit among all the programs reviewed.

There is a growing need in BC for flexible, relevant, and accessible degree programs for adult learners; however, there are few degree programs geared to their needs. KPU's proposed program is designed to help working adults complete a degree while managing family and work commitments and it is more accessible to students living in the Lower Mainland than is the program offered by UFV. Overall, this assessment indicates that KPU's proposed Bachelor of General Studies degree program, with its focus on adult learners, accessible location, customizable and interdisciplinary curriculum, and plan to accept

¹³ SFU offers a Bachelor of General Studies degree to SFU students who, due to unforeseen events outside of their control, are unable to complete the degree requirements to earn a Bachelor of Arts degree. Such students may be granted approval by the Dean for the Faculty of Arts and Social Sciences for graduation with a Bachelor of General Studies degree.

¹⁴ Academic requirements and PLAR information are not provided on the program website.

a higher level of PLAR credits, would fill this unmet labour market need in ways that are not addressed by other programs in the Lower Mainland.

Student Demand Assessment

According to DACSO (Diploma, Associate Degree and Certificate Student Outcomes Survey), a high proportion of diploma, associate degree, and certificate graduates in Arts and Sciences programs go on to take further education.¹⁵ KPU's Associate of Arts in General Studies graduates are a target audience for the Bachelor of General Studies degree program. Graduates of the program may want to return to KPU, an institution where they completed their associate degree, to obtain a bachelor degree. The proposed program with its customizable curriculum and multi-disciplinary nature should appeal to a wider audience including KPU students in certificate and diploma programs in Arts and in other disciplines.

Another potential target audience are students in certificate and diploma programs at other public institutions that do not offer a bachelor degree program in General Studies. Specifically, at Camosun College, Douglas College, Langara College and Selkirk College, the highest credential students are able to obtain is a Diploma in General Studies. Those students may be interested in pursuing further education and completing their bachelor's degree at KPU. Of the three post-secondary institutions, students from Douglas College are most likely to consider KPU as Douglas students are currently living in the Lower Mainland. FTE counts for Douglas' Diploma in General Studies and Associate of Arts programs was 1,258 and 622, respectively in 2015/16.

The proposed program is also likely to attract potential high school graduates in KPU's diverse catchment region. KPU Region public high school graduates who delay their transition to post-secondary education one or more years are more likely to enroll in a General Studies program compared to those who immediately transition.¹⁶

Mature learners who lack a degree are another target audience for this program. In 2016, nearly a million residents (982,600) lived in the KPU region¹⁷ and 41% of the region's population was between the ages of 25 and 54,¹⁸ the group most relevant to mature learners in post-secondary education. Given the projected population growth in KPU region residents age 25 to 54, the demand for post-secondary education by mature learners will likely to grow. KPU Region's share of the population 25 to 64¹⁹ with a high school diploma or equivalent was 27% in 2011. The percentage of the population

¹⁵ Between 2014 and 2016, 9,039 former students from Arts and Sciences programs responded to the DACSO survey. The majority (70%) reported that they had taken further studies after graduating from their program. During the same time period, 1,005 former students from Arts and Sciences programs at KPU responded to the survey and 77% reported that they had taken further studies after graduating from their program at KPU. BC Outcomes Dashboard (Accessed April 2017).

¹⁶ Of 2009/10-2013/14 KPU Region high school graduates who immediately transitioned, 4 of the top 10 programs were science programs, whereas no science programs were among the top 10 for students that delayed entry. High School Transitions Dashboard (Accessed March 2017).

¹⁷ Statistics Canada. 2016 Census.

¹⁸ BC Stats, Population Projections 2015-2041. Statistics Canada will be releasing the age breakdown of 2016 Census data for KPU Region in May 2017.

¹⁹ Educational attainment data is provided for 15 to 64 and 25 to 64 age groups only.

with a certificate or diploma below bachelor level²⁰ was 26%. Flexible course delivery options²¹ and PLAR (prior learning assessment and recognition) make the proposed program ideal for individuals with work experience and non-traditional educational experiences.

Overall, the evidence suggests that there will be good demand (high school graduates within the KPU Region, KPU Associate of Arts, General Studies graduates, certificate and diploma students from KPU and other public post-secondary institutions, and adults who lack a degree) for KPU's proposed Bachelor of General Studies degree program.

²⁰ College, CEGEP, or other non-university certificates and diplomas are included. Trades/apprenticeship certificates and diplomas are excluded.

²¹ Some courses will be offered in the evenings and on the weekends and some courses will be offered online and blended.

1. Labour Market Demand

The proposed Bachelor of General Studies degree is a highly flexible interdisciplinary degree that equips graduates with a wide range of skills required for success in a multitude of careers. Students of the proposed degree expand their knowledge on various areas of interest and develop highly employable skills such as problem-solving, effective communication, critical thinking and analysis, and interpersonal skills. There are many entry-level careers in various industries the graduates of the proposed Bachelor of General Studies degree program may pursue. The proposed degree will also serve adult learners with some prior education and work experience who need a degree to advance their career. Due to the large number of occupational groups²² that require the kinds of competencies graduates of the proposed degree will have, there are a wide range of occupations relevant to this program. Hence, the remainder of this section discusses the rapid pace of technological change and its impact on the labour market skills requirements and the overall labour market demand in British Columbia in the coming decade.

The Changing Labour Market

Technology is changing at a tremendous rate and these technological changes have the potential to reconfigure the labour market more rapidly than ever before. A new report, *Future-proof: Preparing Young Canadians for the Future of Work*, has confirmed that a large number of traditional entry-level jobs in Canada are at risk of being impacted by automation in the next 10-20 years.²³ Looking at data from Statistics Canada, the report found that an estimated 42% of current jobs are at a high risk²⁴ of being either replaced or significantly reduced in number due to automation. Even the traditional entry-level positions will be facing higher skills and experience requirements in the near future. In addition, technological changes lead to creation of new industries, increasing the demand for highly skilled labour. This rapidly changing labour market environment will require individuals to be equipped with technical as well as soft skills. Digital literacy and entrepreneurial abilities will be required across all industries and the importance of soft skills such as creativity, problem solving and analysis, teamwork, which cannot easily be replaced by automation, are expected to grow.²⁵

Employment and Social Development Canada recently tasked the Council of Canadian Academies with assessing Canada's preparedness in meeting the future skill requirements for science, technology, engineering and mathematics (STEM). The study concluded that "STEM skills are necessary but not sufficient for innovation and productivity growth" and that "complementary skills, such as

²² The NOC system classifies 40,000 job titles into 520 occupational groups using 4-digit codes. Each digit of a NOC code reflects a trait of the occupation it represents. The first digit designates the occupation's skill type and the second digit identifies the occupation's skill level. The first two digits together identify the 26 major occupational groups. At the 4-digit level, the NOC System provides information on 520 occupational groups called unit groups.

²³ Brookfield Institute for Innovation and Leadership. (March 2017). *Future-proof: Preparing young Canadians for the future of work*. <http://brookfieldinstitute.ca/wp-content/uploads/2017/03/FINAL-FP-report-Onlinev3.pdf>

²⁴ High-risk occupations earn less and require less education.

²⁵ Brookfield Institute for Innovation and Leadership. (March 2017). *Future-proof: Preparing young Canadians for the future of work*. <http://brookfieldinstitute.ca/wp-content/uploads/2017/03/FINAL-FP-report-Onlinev3.pdf>

communication, teamwork, and leadership, are also important in and of themselves, as well as to maximize the impact of STEM skills.”²⁶

A recent Business Council of Canada report, based on a 2015-survey of 90 leading Canadian employers that represent a range of sectors and regions of the country, identified the qualities large Canadian firms are looking for when they hire employees. The results indicate that large companies are increasingly looking to hire or develop employees with strong soft skills and multi-disciplinary backgrounds. The soft skills listed as desirable by respondents include relationship-building, communication, problem-solving, collaboration, and teamwork skills. While the importance of soft skills relative to hard skills depends on the position an employer is seeking to fill, these skills are found to be especially important when recruiting and developing future leaders.²⁷

In 2015, The British Council conducted a study of 1,709 professional leaders with higher education qualifications from 30 countries²⁸ and across private, public, and not-for-profit sectors to identify the higher education pathways of leaders around the world. The study found that social sciences and humanities together make up 55% of bachelor’s degrees among professional leaders and that younger leaders (age 45 and under) are more likely to hold a degree in social sciences or humanities.²⁹

Employment Outlook³⁰

The Canadian labour force is aging rapidly with the result that skill shortages due to replacement demand are expected in all sectors of the Canadian economy. Between 2015 and 2025, 934,000 job openings are expected to be created in BC,³¹ 69% of these will be to replace retiring workers. Replacement demand will be important in every major occupational group in BC. As older employees retire, BC employers will face an “experience gap” – a loss of managerial and supervisory capacity.³² Over this time period, market growth is expected, reflecting a robust and diverse economy.

Between 2015 and 2025, about half of total projected job openings are expected to be in the following four major industry groups:

- Health and social assistance (149,400 job openings from 2015-2025, 16% of total job openings)
- Professional services – such as engineering, computer system design, consulting, etc. (126,200 job openings, 14% of total job openings)
- Retail trade (107,400 job openings, 11% of total job openings)

²⁶ Council of Canadian Academies. (2015). Some Assembly Required: STEM Skills and Canada’s Economic Productivity: The Expert Panel on STEM Skills for the Future.

<http://www.scienceadvice.ca/uploads/ENG/AssessmentsPublicationsNewsReleases/STEM/STEMFullReportEn.pdf>

²⁷ Business Council of Canada and Aon Hewitt. (March 2017). Developing Canada’s future workforce: a survey of large private-sector employers. <http://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>

²⁸ Poland, Russia, Ukraine (Eastern Europe), Austria, Germany, the Netherlands (Germanic Europe), Argentina, Brazil, Mexico (Latin America), France, Italy, Spain (Latin Europe), Egypt, Turkey, Saudi Arabia (Middle East), Denmark, Norway, Sweden (Nordic Europe), India, Indonesia, Thailand (Southern Asia), Kenya, Nigeria, South Africa (Sub-Saharan Africa), China, Japan, South Korea (Confucian Asia), Canada, United Kingdom, United States of America (Anglo countries).

²⁹ The British Council. (2015). The Educational Pathway of Leaders: An International Comparison. https://www.britishcouncil.org/sites/default/files/edupathwaysofleadersreport_final.pdf

³⁰ Government of British Columbia. British Columbia 2025 Labour Market Outlook. (Accessed March 2017).

³¹ The forecast does not include the impact of potential future LNG investments.

³² The Conference Board of Canada (2015). Skills for Success. (Accessed March 2017).

Arts, recreation and hospitality (86,800 job openings, 9% of total job openings)

The occupational groups with the largest number of projected openings in BC are:

Sales and service (188,900 job openings from 2015-2025, 20% of total job openings)

Business, finance and administration (154,900 job openings, 17% of total job openings)

Management (135,900 job openings, 15% of total job openings)

Trades, transport and equipment operators and related (122,700 job openings, 13% of total job openings)

Education, law and social, community and government services (107,900 job openings, 12% of total job openings)

Of the 934,000 job openings projected in BC by 2025, 42% are expected to be in occupations requiring a diploma, certificate, or apprenticeship training. Over a third (36%) are expected to be in occupations that require a bachelor's, graduate or first professional degree,³³ and/or significant work experience. While 78% of expected job openings will most likely require a post-secondary credential, only 65% of BC residents between the ages of 25 and 64 have obtained a post-secondary credential.³⁴ The Conference Board of Canada estimates that over 95,000 BC residents are not employed because they don't have the education required to meet employer needs.³⁵

Labour Market Demand Assessment

Emerging trends in business and technology are reshaping labour markets everywhere. The need for global connectivity, the fast pace of digital innovation, and increasing automation are redefining how people think about work and the skills and competencies required to meet the emerging challenges and exploit opportunities. A recent World Economic Forum (WEF) study revealed that global human resources leaders believe over one-third of competencies that are considered important in today's workforce will change by 2020. Critical thinking, creativity, emotional intelligence, and cognitive flexibility will become more important in the near future.³⁶

Several other recent studies also confirmed that having soft skills such as relationship building, communication, problem solving, collaboration, and teamwork skills, to manage or work as part of diverse teams, are becoming as important as an individual's technical skills. According to the results of a recent Conference Board of Canada survey, the employers are concerned about deficits in the competencies of recent graduates. Almost 73% of the surveyed employers indicated lower levels of critical thinking and problem solving skills among recent graduates.³⁷

³³ Educational skill level descriptions in BC Labour Market Outlook report were recently changed to align with the terminology used in the post-secondary education system. The skill level "usually requiring a university degree" was changed to "usually requiring a bachelor's, graduate, or first professional degree" and the skill level "usually requiring a college education or apprenticeship training" was changed to "usually requiring diploma, certificate, or apprenticeship training."

³⁴ Statistics Canada. (December 15, 2016). Education indicators in Canada: An international perspective, 2016. <http://www.statcan.gc.ca/daily-quotidien/161215/dq161215b-eng.htm>

³⁵ The Conference Board of Canada (2015). Skills for Success. (Accessed March 2017).

³⁶ World Economic Forum. Jobs of the Future. (Referenced in BC Government's British Columbia 2025 Labour Market Outlook).

³⁷ The Conference Board of Canada (2015). Skills for Success: Developing Skills for a Prosperous BC. (Accessed March 2017).

A recent study by the Council of Canadian Academies revealed that “STEM skills are necessary but not sufficient for innovation and productivity growth” and that “complementary skills, such as communication, teamwork, and leadership, are also important in and of themselves, as well as to maximize the impact of STEM skills.”³⁸ According to the results of a 2015-survey of 90 leading Canadian employers, large Canadian companies are increasingly looking to hire or develop employees with strong soft skills and multi-disciplinary backgrounds, especially when recruiting and developing future leaders.³⁹ A 2015-study of 1,709 professional leaders from around the world found that 55% of the leaders had bachelor’s degrees in social sciences and humanities and leaders 45 years and under were more likely to hold a degree in social sciences and humanities.⁴⁰

An estimated 934,000 job openings are expected in British Columbia between 2015 and 2025. Of the 934,000 projected job openings, 7 in 10 will be due to retirements and replacement demand will be important in every major occupational group in BC.⁴¹ As older employees retire, BC employers will face an “experience gap” – a loss of managerial and supervisory capacity.⁴²

Of the 934,000 job openings projected in BC by 2025, 42% are expected to be in occupations requiring a diploma, certificate, or apprenticeship training. Over a third (36%) are expected to be in occupations that require a bachelor’s, graduate or first professional degree, and/or significant work experience. While 78% of expected job openings will most likely require a post-secondary credential, only 65% of BC residents between the ages of 25 and 64 have obtained a post-secondary credential. The Conference Board of Canada estimates that 95,000 BC residents are not employed because they do not have the education required to meet the needs of employers.⁴³

Given the projected employment growth in BC in every major occupational group, the shortage of employees with post-secondary credentials, and the fact that the employers will increasingly be looking for employees with post-secondary credentials, supervisory experience, and strong soft skills, graduates from KPU’s proposed Bachelor of General Studies degree program should have good employment prospects upon graduation.

³⁸ Some Assembly Required: STEM Skills and Canada’s Economic Productivity: The Expert Panel on STEM Skills for the Future Council of Canadian Academies. <http://www.scienceadvice.ca/uploads/ENG/AssessmentsPublicationsNewsReleases/STEM/STEMFullReportEn.pdf>

³⁹ Developing Canada’s future workforce: a survey of large private-sector employers. Business Council of Canada and Aon Hewitt (March 2017) <http://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>

⁴⁰ The Educational Pathway of Leaders: An International Comparison

The British Council https://www.britishcouncil.org/sites/default/files/edupathwaysofleadersreport_final.pdf

⁴¹ Government of British Columbia. British Columbia 2025 Labour Market Outlook. (Accessed March 2017).

⁴² The Conference Board of Canada (2015). Skills for Success: Developing Skills for a Prosperous BC. (Accessed March 2017).

⁴³ The Conference Board of Canada (2015). Skills for Success: Developing Skills for a Prosperous BC. (Accessed March 2017).

2. Competitive Environment

The main purpose of this section is to identify the public post-secondary education institutions in British Columbia that offer similar programs to the proposed Bachelor of General Studies degree program.

Related Programs at BC Public Post-secondary Institutions

This section reviews three types of degree programs: Bachelor of General Studies degree programs, Bachelor of Arts, General Studies degree programs, and Bachelor of Arts degree completion programs. Note that, in general, Bachelor of Arts programs are not as flexible as Bachelor of General Studies programs. Bachelor of Arts programs require students to declare a major and/or minor, which will have its own set of requirements beyond the general entry requirements. Students in Bachelor of General Studies programs have the flexibility to take a variety of courses across multiple faculties without having to declare a major and/or minor.

Three public post-secondary institutions in BC offer Bachelor of General Studies degree programs, as shown in Exhibit 2.1. All programs may be completed on a full-time or part-time basis. TRU and UFV's programs accept a high degree of prior learning assessment and recognition (PLAR) and transfer credits.

Exhibit 2.1: Bachelor of General Studies Degree Programs at BC Public Post-secondary Institutions

Institution	Length of Program ¹	Tuition per credit	Program Name	Program Notes
SFU	4 years, full-time (120 credits)	Domestic: \$177.39 International: \$720.44	Bachelor of General Studies in Education	Compared to KPU's proposed program, this program is more specialized, with a focus on education. The program is offered either fully online or through blended learning. Co-op option is available. PLAR information is not available.
TRU	4 years, full-time (120 credits)	Domestic: \$151.29 ² International: \$460.96	Bachelor of General Studies	Delivered online. Accepts a high degree of PLAR and transfer credits.
UFV	4 years, full-time (120 credits)	Domestic: \$139.41 ⁴ International: \$537	Bachelor of General Studies	Co-op option is available. A maximum of 90 PLAR and transfer credits is accepted.
Athabasca University	3 years, full-time (90 credits)	Domestic: ⁵ \$201.7 International: \$359.7	Bachelor of General Studies	Accepts PLAR and transfer credit. This program is included because it is offered online and targets adult learners throughout Canada.

Source: Institutional Websites (accessed April 2017)

Table notes:

¹Programs may be completed on a part-time basis but the institution websites do not provide part-time program completion times.

Feasibility Assessment for the Proposed Bachelor of General Studies Degree

²The tuition fee, including administration, technology, and related fees, is \$453.88/3-credits for domestic students and \$1,382.88/3-credits for international students. Domestic and international tuition fee for some TRU-OL courses and TRU-OL courses delivered by UVic is higher. Domestic tuition fee is higher for students who reside outside of BC except Yukon.

³Estimated based on tuition from UBC's Cost Calculator. Domestic tuition fee is \$5,189.70/30-credits and international tuition fee is \$34,847.10/30-credits.

⁴Estimated based on tuition from UFV's Academic Calendar Winter/Spring 2017. Domestic tuition fee is \$139.41 per credit for courses numbered 100-400 and international tuition fee is \$537 per credit.

⁵The tuition fee for Canadian students living outside of Alberta is 201.7 per credit. The tuition fee for non-Canadian students living outside of Alberta is \$359.7 per credit.

Domestic student tuition for the Bachelor of General Studies degree programs reviewed range from \$139.41 to \$177.39 per credit. International student tuition range from \$460.96 to \$1,161.57 per credit.

Exhibit 2.2 provides a list of Bachelor of Arts, General Studies degree programs offered by BC public post-secondary institutions. In general, Bachelor of Arts, General Studies degrees have a more rigid structure than the proposed Bachelor of General Studies degree. The proposed degree does not have any pre-defined majors or minors students have to choose from and is intended for students who have a specific goal and want to define their own curriculum by choosing courses that help them progress toward that goal. The proposed degree program also accepts a much higher degree of PLAR than Bachelor of Arts, General Studies degree programs.

Exhibit 2.2: Bachelor of Arts in General Studies Degree Programs at BC Public Post-secondary Institutions

Institution	Length of Program	Tuition Estimate of Program	Program Name	Program Notes
KPU	4 years, full-time (120 credits)	Domestic: \$133.65 International: \$550	Bachelor of Arts, General Studies	Accepts PLAR and transfer credits.
SFU	4 years, full-time (120 credits)	Domestic: \$180.94 International: \$734.85	Bachelor of Arts, General Studies	PLAR information is not available.
TRU	4 years, full-time (120 credits)	Domestic: \$151.28 International: \$356.40	Bachelor of Arts, General Studies	Delivered online. Accepts PLAR and transfer credits.
UNBC	4 years, full-time (120 credits)	Domestic: \$173.78 International: \$608.23	Bachelor of Arts, General	PLAR information is not available.
UBCO	4 years, full-time (120 credits)	Domestic: \$172.992 International: \$1,161.57	Bachelor of Arts, General Studies	Co-op option is available. PLAR information is not available.

Source: Institutional websites (accessed April 2017)

Exhibit 2.3 presents Bachelor of Arts degree completion programs in the Lower Mainland that individuals would be able to complete while working full-time. Two post-secondary institutions in the Lower Mainland, SFU and Trinity Western University (TWU), offer Bachelor of Arts degree completion programs. TWU, a private institution, is included as the university has campuses in Langley and Richmond.

Exhibit 2.3: Select Bachelor of Arts Adult Degree Completion Programs in the Lower Mainland

Institution	Length of Program	Tuition Estimate of Program	Program Name	Program Notes
SFU	Not available	Domestic: \$177.39 International: \$720.44	SFU NOW: Bachelor of Arts	Accepts transfer credits. Students complete their degree with a major or double minor. Graduates earn a Bachelor of Arts degree.
Trinity Western University	18 months +	\$490 per semester hour ¹	Adult Degree Completion Program - Leadership	Accepts PLAR and transfer credits. Offered face-to-face and online. Graduates earn a Bachelor of Arts in Leadership degree. The program is marketed to international students and working adults.

Source: Institutional Websites (accessed March 2017)

Table notes:

¹Tuition fee includes a built-in guaranteed scholarship of \$252 per semester hour.

An overview of each program follows:

Athabasca University's 90-credit Bachelor of General Studies program is one of the most popular programs at Athabasca University. Students are required to complete at least 30 senior credits in either the Arts and Science designation or Applied Science designation. Students may specialize or diversify their course selection and complete the degree requirements at other institutions. Students in the Arts and Science designation can receive up to 9 PLAR credits and students in the Applied Science designation can receive up to 21 PLAR credits.

SFU's 120-credit Bachelor of Arts in General Studies degree program requires students to complete the requirements of a major in the Faculty of Arts and Social Sciences or two minors (at least one minor in the Faculty of Arts and Social Sciences). Students must complete a minimum of 60 credits at SFU, 30 of which should be upper division credits.

SFU's 120-credit Bachelor of General Studies program with General Education option is for individuals who want to become teachers or wish to learn more about educational theories, research, and practice. With the exception of three lower division and five upper division education courses, students can use courses completed in any faculty to satisfy degree requirements. Students must complete a minimum of 60 credits at SFU, 30 of which should be upper division credits.

SFU NOW is designed especially for mature students who wish to study part-time, at night and on weekends. Developed for people who work 30 or more hours a week, SFU NOW courses are regular university courses in several arts and science subjects, including communication, criminology, political

science, sociology, English, humanities, international studies and more. SFU NOW students take evening and weekend courses in Vancouver and Surrey campuses. After completing all the required courses, they earn the same Bachelor of Arts degree as full-time SFU students.

TRU's Bachelor of General Studies degree program is for those who have taken a non-linear path to education and those who have work experience but no post-secondary degree. The program provides a flexible structure with plenty of courses to choose from. Enrolment in education, business and administrative studies courses are reviewed on a case-by-case basis.

TRU's Bachelor of Arts, General Studies program provides students with a broad education in arts. Students are required to complete 30 of 45 upper-level credits within the arts. Part of the degree requirements may be met with credits earned through PLAR.

TWU's Adult Degree Completion Program is designed for adults at least 23 years of age and with a minimum of 2 to 3 years workplace experience. Academic requirements are not specified on the program website. Students can earn a degree in as little as 18 months by either attending class in Langley or Richmond campus one night a week or completing courses online. New classes start every six weeks.

UBCO's Bachelor of Arts in General Studies degree program provides a general liberal studies education with a curriculum of courses from humanities, social science, science, and creative and performing arts. Students also have the option to focus on one of the thematic areas, which are cognitive science, Latin American studies, and gender and women's studies.

UFV's Bachelor of General Studies degree program allows students to create a flexible program customized to suit their educational and career goals. Students can focus on a particular topic area (thematic option) or discipline (minor), or complete courses from many areas without a specialization. All students must complete at least 33 credits in six or more subject areas and 45 upper-level credits. Students are required to submit a Customized Learning Plan before they have completed 60 university-level credits, including PLAR.

Competitive Assessment

KPU's proposed program is fairly unique within the KPU Region because it is designed to accommodate adult learners who want to return to university to complete a bachelor's degree after an interruption of their education. The program will also serve adult learners with prior learning, training, and experience gained outside a traditional education environment through Prior Learning Assessment and Recognition (PLAR).

Only three public post-secondary institutions in BC offer Bachelor of General Studies programs. One of these programs, SFU's Bachelor of General Studies in Education degree program, which is offered by SFU's Faculty of Education, is more specialized, with a focus on education, than the KPU's proposed

program.⁴⁴ The other two are offered by UFV and TRU and hence serve the needs of learners in other regions in BC.

Five public post-secondary institutions in BC offer Bachelor of Arts, General Studies programs. In general, Bachelor of Arts, General Studies programs are not as flexible as Bachelor of General Studies programs. Bachelor of Arts programs require students to declare a major and/or minor, which will have its own set of requirements beyond the general entry requirements. Students in Bachelor of General Studies programs have the flexibility to take a variety of courses across multiple faculties without having to declare a major and/or minor. Moreover, Bachelor of General Studies programs accept a much higher degree of PLAR than Bachelor of Arts, General Studies degree programs, making Bachelor of General Studies programs a better option for adults with prior learning, training, and experience.

Two post-secondary institutions in the Lower Mainland, SFU and Trinity Western University, a private post-secondary institution with campuses in Langley and Richmond, offer Bachelor of Arts degree completion programs. These programs allow individuals to complete their degree while working full-time. Compared to KPU's proposed program, Trinity Western University's program is more specialized, with a focus on leadership⁴⁵ and SFU's degree completion program, SFU NOW, does not accept PLAR (Prior Learning Assessment and Recognition).

The domestic tuition for KPU's proposed program would be the lowest at \$136.30 per credit among all the programs reviewed.

There is a growing need in BC for flexible, relevant, and accessible degree programs for adult learners; however, there are few degree programs geared to their needs. KPU's proposed program is designed to help working adults complete a degree while managing family and work commitments and it is more accessible to students living in the Lower Mainland than is the program offered by UFV. Overall, this assessment indicates that KPU's proposed Bachelor of General Studies degree program, with its focus on adult learners, accessible location, customizable and interdisciplinary curriculum, and plan to accept a higher level of PLAR credits, would fill this unmet labour market need in ways that are not addressed by other programs in the Lower Mainland.

⁴⁴ SFU offers a Bachelor of General Studies degree to SFU students who, due to unforeseen events outside of their control, are unable to complete the degree requirements to earn a Bachelor of Arts degree. Such students may be granted approval by the Dean for the Faculty of Arts and Social Sciences for graduation with a Bachelor of General Studies degree.

⁴⁵ Academic requirements and PLAR information are not provided on the program website.

3. Student Demand

The purpose of this section is to explore the extent of student demand for the proposed program mainly by examining the historic participation rates in related programs. Demand is explored in terms of Full-Time Equivalent (FTE) counts. **FTE counts** are the equivalent to the number of students taking a full-course load. A full-course load is the number of credits required to complete the program in the standard time allotted. For example, for a 4-year degree program with 120-credit requirement, a full-course load would be 30 credits each year.

This section also presents an in-depth analysis of the KPU Region's population including population growth, population projections, educational attainment below bachelor level, and post-secondary choices of KPU region learners that delay entry into post-secondary education. The population information provides an understanding of the potential market size of mature learners in the KPU Region.

Enrolments in Related Programs at Other BC Public Post-secondary Institutions

Full-time equivalent (FTE) enrolments for 2011/12 to 2015/16 for related programs currently offered at other institutions in BC are shown in Exhibit 3.1. FTE enrolments in TRU's Bachelor of General Studies program increased from 80 FTEs in 2011/12 to 107 FTEs in 2015/16 (an increase of 34%). FTE enrolments in UFV's Bachelor of General Studies program have been fairly steady. Note that data for Bachelor of General Studies programs at SFU and UBCO are not available. FTE enrolments in General Studies diploma programs have remained stable between 2012/13 and 2015/16.

Exhibit 3.1: FTE Counts in Related Programs at other Institutions, 2010/11 to 2015/16

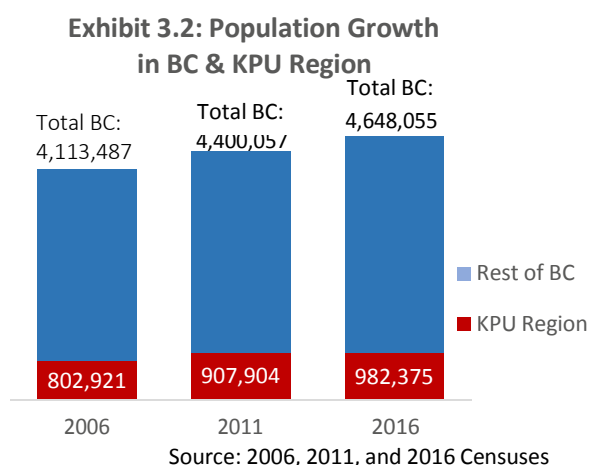
Program Name	2011/12	2012/13	2013/14	2014/15	2015/16
SFU: Bachelor of General Studies in Education*	-	-	-	-	-
TRU: Bachelor of General Studies	80	86	109	102	107
UBCO: Bachelor of General Studies*	-	-	-	-	-
UFV: Bachelor of General Studies	-	108	107	116	106
DOUG: Diploma in General Studies	-	1,351	1,257	1,356	1,258
TRU: Diploma in General Studies	10	14	15	13	15
UFV: Diploma in General Studies	-	331	311	308	333
TRU: Certificate in General Studies	3	3	4	5	6

Source: Central Data Warehouse

*Data for these programs are not available.

KPU Region: Population, Educational Attainment & Post-secondary Transition

Population in the KPU Region⁴⁶

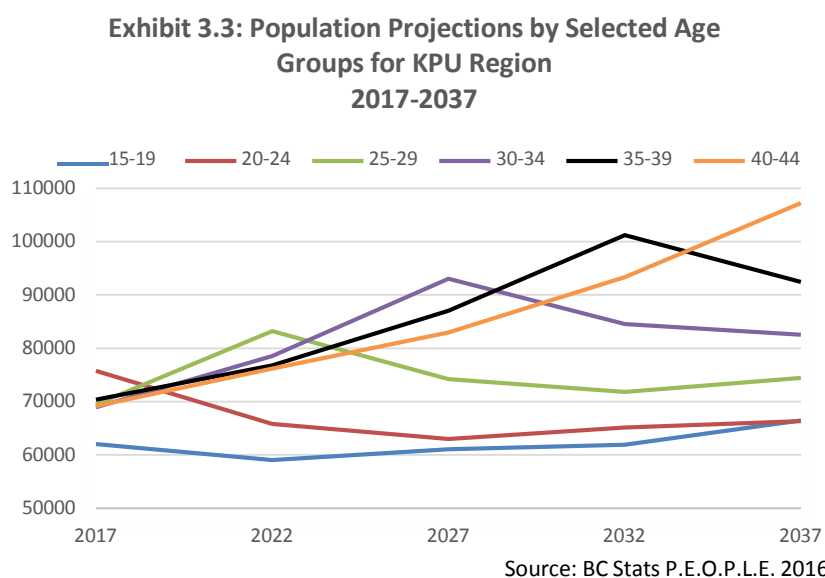


Between 2011 and 2016 censuses, the population in the KPU region grew by 8%, compared to 6% in BC as a whole.⁴⁷ KPU Region accounted for 30% of the province's overall population growth in this five year period. Growth varied across the region, ranging from 13% in the Township of Langley to 2% in Delta.⁴⁸

According to BC Stats, the KPU region will continue to grow at a faster rate than the population of BC. The KPU region is projected to grow by 16% between 2017 and 2027, compared to 12% for BC. By 2037, the difference in growth rates will be even

greater, with an increase of 31% in the KPU region compared to 22% in BC.

Population projections over the next 20 years for the age groups most relevant to the proposed degree are portrayed in Exhibit 3.3. Although different age groups are projected to grow at different rates, the growth rate for 30-34, 35-39, and 40-44 age groups is expected to be significantly greater than for 15-19, 20-24, and 25-29 age groups. The population of 45 to 54 year olds is also expected to increase steadily until 2037.



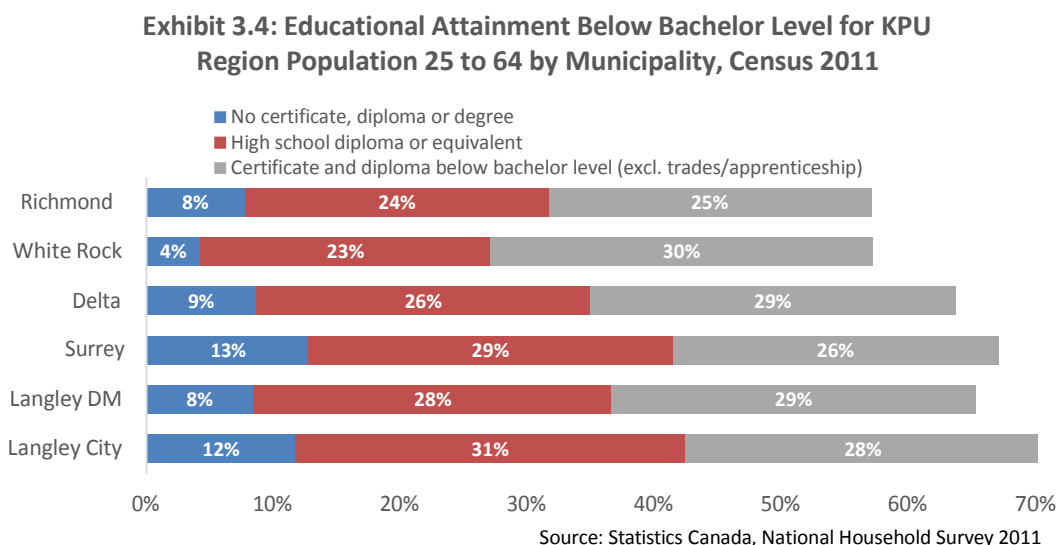
⁴⁶ The KPU Region is comprised of the City of Richmond, the Corporation of Delta, the City of Surrey, the City of White Rock, and the City and Township of Langley, as well as the Tsawwassen First Nation, the Kwantlen First Nation, and the Semiahmoo First Nation.

⁴⁷ The population growth in the KPU region has slowed down between 2011 and 2016 censuses. Between 2006 and 2011, the population in the KPU region grew by 13%, compared to 7% in BC as a whole.

⁴⁸ All population data is from Statistics Canada's 2006, 2011, and 2016 Census and National Household Survey, which replaced the long form of the Census.

Educational Attainment in the KPU Region

KPU Region's share of the population of 25-to 64 year-olds without a high school diploma was 11% in 2011.⁴⁹ The percentage of the population with a high school diploma or equivalent was 27% and the percentage with a certificate or diploma below bachelor level⁵⁰ was 26%. Exhibit 3.4 presents educational attainment below bachelor level for the KPU Region population 25 to 64 by municipality. The percentage of population with a high school diploma or equivalent and below is the highest in Langley City (43%), followed by Surrey (42%), and Langley District Municipality (36%).



KPU High School Graduates who Delay Entry into Post-secondary Education

Between 9,000 and 10,000 students graduate from public high schools in the KPU Region school districts each year.

The proportion of high school graduates in the KPU Region who do not transition immediately⁵¹ to post-secondary studies has increased in the past five years – from 39% of graduates in 2009/10 (around 3,600 students) to 41% 2013/14 (around 3,900 students).⁵²

Exhibit 3.5, on the next page, provides details on the top post-secondary institutions attended by public high school graduates in the KPU Region who transition immediately and those who delay entry. KPU is the top university for both groups (capturing 30% of graduates who immediately transition and 32% of graduates who delay entry).

⁴⁹ Census 2016 data on educational attainment are not available yet.

⁵⁰ College, CEGEP, or other non-university certificates and diplomas are included. Trades/apprenticeship certificates and diplomas are excluded.

⁵¹ Immediate transition refers to public high school graduates who enter post-secondary system in the following academic year.

⁵² Ministry of Advanced Education. Student Transitions Project.

Exhibit 3.5: Top 5 Post-secondary Institution Destinations of Graduates in the KPU Region

Rank	Top Post-secondary Institution	Number Enrolled (2009/10-2013/14 Graduates)	% of Total Graduates in Region
GRADUATES WHO IMMEDIATELY TRANSITION TO PSE			
1	KPU	8,511	30%
2	SFU	4,617	16%
3	UBC	4,535	16%
4	Douglas College	2,294	8%
5	Langara College	2,238	8%
All graduates who transition immediately		28,711	100%
GRADUATES WHO DELAY ENTRY TO PSE			
1	KPU	1,516	32%
2	BCIT	888	19%
3	Douglas College	535	11%
4	Langara College	379	8%
5	Vancouver Community	316	7%
All graduates who delay entry to PSE		4,800	100%

Source: High School Transitions Dashboard, Student Transitions Project, Ministry of Advanced Education

Note: 'Immediate transition' refers to public high school graduates who enter post-secondary in the following academic year.

Immediate transition rates remain stable from year to year, but the delayed transition rates are interrelated and therefore change over time.

Exhibit 3.6 details the top post-secondary programs chosen by KPU Region public high school graduates who transition immediately compared to those who delay entry. KPU Region public high school graduates who immediately transition to PSE are more likely to enter into specific programs whereas high school graduates who delay their entry to PSE are more likely to choose general studies programs.

Exhibit 3.6: Top 10 Post-secondary Programs Graduates Enrolled in

Rank	Graduates who immediately transition to PSE	Graduates who delay entry to PSE
1	SFU: Bachelor of Arts in Social Sciences	KPU: Associate of Arts, General Studies
2	UBC: Bachelor of Science	Douglas: General Studies Diploma
3	UBC: Bachelor of Arts	BCIT: General Studies (credit)
4	KPU: Associate of Arts, General	SFU: Bachelor of Arts and Social Sciences
5	KPU: Associate of Science, General	UBC: Bachelor of Arts
6	SFU: Bachelor of Science	BCIT: General Studies (non-credit)
7	KPU: Associate of Arts, Criminology	BCIT: Electrical Apprentice
8	UVIC: Bachelor of Arts	JIBC: Undeclared
9	UBC: Bachelor of Applied Science	Langara: Associate of Arts, General
10	Douglas: General Studies Diploma	VCC: Adult Basic Education

Source: High School Transitions Dashboard, Student Transitions Project, Ministry of Advanced Education

Student Demand Assessment

According to DACSO (Diploma, Associate Degree and Certificate Student Outcomes Survey), a high proportion of diploma, associate degree, and certificate graduates in Arts and Sciences programs go on to take further education.⁵³ KPU's Associate of Arts in General Studies graduates are a target audience for the Bachelor of General Studies degree program. Graduates of the program may want to return to KPU, an institution where they completed their associate degree, to obtain a bachelor degree. The proposed program with its customizable curriculum and multi-disciplinary nature should appeal to a wider audience including KPU students in certificate and diploma programs in Arts and in other disciplines.

Another potential target audience are students in certificate and diploma programs at other public institutions that do not offer a bachelor degree program in General Studies. Specifically, at Camosun College, Douglas College, Langara College and Selkirk College, the highest credential students are able to obtain is a Diploma in General Studies. Those students may be interested in pursuing further education and completing their bachelor's degree at KPU. Of the three post-secondary institutions, students from Douglas College are most likely to consider KPU as Douglas students are currently living in the Lower Mainland. FTE counts for Douglas' Diploma in General Studies and Associate of Arts programs was 1,258 and 622, respectively in 2015/16.

The proposed program is also likely to attract potential high school graduates in KPU's diverse catchment region. KPU Region public high school graduates who delay their transition to post-secondary education one or more years are more likely to enroll in a General Studies program compared to those who immediately transition.⁵⁴

Mature learners who lack a degree are another target audience for this program. In 2016, nearly a million residents (982,600) lived in the KPU region⁵⁵ and 41% of the region's population was between the ages of 25 and 54,⁵⁶ the group most relevant to mature learners in post-secondary education. Given the projected population growth in KPU region residents age 25 to 54, the demand for post-secondary education by mature learners will likely to grow. KPU Region's share of the population 25 to 64⁵⁷ with a high school diploma or equivalent was 27% in 2011. The percentage of the population with a certificate or diploma below bachelor level⁵⁸ was 26%. Flexible course delivery options⁵⁹ and PLAR (prior learning assessment and recognition) make the proposed program ideal for individuals with work experience and non-traditional educational experiences.

⁵³ Between 2014 and 2016, 9,039 former students from Arts and Sciences programs responded to the DACSO survey. The majority (70%) reported that they had taken further studies after graduating from their program. During the same time period, 1,005 former students from Arts and Sciences programs at KPU responded to the survey and 77% reported that they had taken further studies after graduating from their program at KPU. BC Outcomes Dashboard (Accessed April 2017).

⁵⁴ Of 2009/10-2013/14 KPU Region high school graduates who immediately transitioned, 4 of the top 10 programs were science programs, whereas no science programs were among the top 10 for students that delayed entry. High School Transitions Dashboard (Accessed March 2017).

⁵⁵ Statistics Canada. 2016 Census.

⁵⁶ BC Stats, Population Projections 2015-2041. Statistics Canada will be releasing the age breakdown of 2016 Census data for KPU Region in May 2017.

⁵⁷ Educational attainment data is provided for 15 to 64 and 25 to 64 age groups only.

⁵⁸ College, CEGEP, or other non-university certificates and diplomas are included. Trades/apprenticeship certificates and diplomas are excluded.

⁵⁹ Some courses will be offered in the evenings and on the weekends and some courses will be offered online and blended.

Overall, the evidence suggests that there will be good demand (high school graduates within the KPU Region, KPU Associate of Arts, General Studies graduates, certificate and diploma students from KPU and other public post-secondary institutions, and adults who lack a degree) for KPU's proposed Bachelor of General Studies degree program.

Stage 1 Review for New Degree Proposals

Stage 1 Review for New Degree Proposals

INSTITUTION: Kwantlen Polytechnic University	PSIPS PROPOSAL #:
PROPOSED DEGREE: Bachelor of General Studies	
CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODE:	

Summary Description of Degree Program: (1 page maximum)

The Bachelor of General Studies (BGS) degree is an individualized, interdisciplinary degree that provides students the opportunity to customize their learning and career goals rather than adhering to the sequence of courses usually required of students. Students can enter the BGS degree program directly (i.e. with no previous university experience), or after having completed credits or certificates, diplomas, and associate degrees at KPU or other accredited colleges and universities through transfer credit. The degree allows students to use these credentials and credits or to (upon review) accumulate credits through competency based prior learning assessment for work and professional experience towards the degree.

Scores of people understand the value of receiving a liberal education, and the need for a flexible degree plan that allows a student to have an individualized educational experience. The Business Council of Canada consistently confirms the high demand for the skills and abilities that are core to a liberal arts education. Employers want to hire people with a strong complement of soft skills, such as adaptability, collaboration, teamwork, communication and critical thinking abilities. Higher learning has ceased to be simply an elite or elective option, it is now becoming the baseline preparation for full participation in every sphere of life. The BGS degree can be an avenue to link those social concerns to educational achievement.

The BGS degree is a degree completion program that finds its roots in interdisciplinary studies. This degree is a combination of the tenets of liberal and interdisciplinary education. Students pursuing the degree must complete the general education requirements that all students complete to earn a bachelor's degree; however, instead of a major, students choose from areas of interest. The BGS degree is a flexible alternative for the student who would perhaps be working full-time or have family commitments, or who comes to university with a vast array of skills and competencies gained through years of work experience, but who now requires a degree for career advancement.

A review of the literature reveals that although the BGS degree is rooted in liberal and interdisciplinary studies; the degree has its own distinct characteristics. The one characteristic that attracts most students is flexibility. Students have the flexibility to make their own choices as to what type of coursework they wish to complete thereby combining various disciplines to integrate their own life and career interests. This also supports the flexibility of scheduling courses as students are not restricted to a prescribed set of courses except for those needed to complete the requirements for the area of concentration. They can schedule day, evening, weekend, and online courses from various departments to satisfy their needed requirements. The program is also ideal for the transfer student who may bring in numerous hours from previous coursework that will not transfer into a traditional program. Most often the general studies curriculum requirements offer enough flexibility to allow different credits to be applied. Moreover, students who began school sometime in the past and are now returning view the degree as a faster option to career advancement. They may, after undergoing a prior learning assessment be able to begin their new program where they ended a different program years before. Offering a general studies degree is important to the university and the community, because it represents KPU's most flexible degree program making it ideal for those who have taken a non-linear path to education or have extensive work experience.

The proposed BGS degree program will also be an exemplar of elements of contemporary education that echo the digital transformation in the choice of delivery of some courses through online and blended learning. Many of the courses taken within the proposed BGS degree are now being revised and developed so that students will demonstrate and curate their own learning through the use of an e-portfolio, and adult learners, in particular, will have an opportunity to engage in a degree completion program that is innovative, embodying current, relevant, and applied educational theory and practice.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	The proposed BGS degree program builds on KPU's tradition of laddering to allow students flexible options and recognition for previous learning. KPU offers all learners opportunities to achieve success in a diverse range of programs that blend theory and practice, critical understanding and social and ethical awareness necessary for citizenship and rewarding careers. KPU is Canada's leading polytechnic university with open and creative learning environments represented within the proposed BGS degree program.
How does the proposed program support the current academic and strategic plan of the institution?	The proposed BGS degree program with its open curricular structure supports KPU's Strategic goal of meeting the educational needs of the region's diverse population. This will develop flexible pathways for degree completion through the new KPU Complete initiative which will be especially important for working adults struggling to balance jobs, families, and education. The proposed BGS degree program will also provide more flexible delivery through online and blended learning and provide options for students to take courses that are part of the Open Education no cost to students textbook initiative. In addition, students within the BGS program will be able to take advantage of KPU's new online Degree Works "My Academic Plan" degree plan as they study and progress.
B. Capacity	
To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?	As an interdisciplinary degree, the proposed BGS degree program draws from across the institutional programs and faculties.
To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?	No additional faculty resources will be required.

Stage 1 Review for New Degree Proposals

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	The proposed BGS degree program focuses on meeting both economic and social benefits.
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	The proposed BGS degree program with its open curricular structure supports KPU's strategic goal of meeting the educational needs of the region's diverse population. This will develop flexible pathways for degree completion through the new KPU Complete initiative which will be especially important for working adults struggling to balance jobs, families, and education. The proposed BGS degree program will also provide more flexible delivery through online and blended learning.
How would the proposed program advance social goods or government priorities?	The proposed BGS degree program will bring together students formal and informal learning culminating in the completion of a degree which enhances their ability to be self-sustaining, and contribute positively to meeting the broader social needs of the province of BC.
C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	When individuals are given the opportunity to complete degrees in open and flexible delivery modes, and receive credit for prior learning, this has the capacity to increase their self-efficacy, and their ability to be employed in sectors paying a living wage.

Stage 1 Review for New Degree Proposals

<p>How would the proposed program support economic growth and/or government economic priorities?</p>	<p>A recent Business Council of Canada report, based on a 2015-survey of 90 leading Canadian employers that represent a range of sectors and regions of the country, identified the qualities large Canadian firms are looking for when they hire employees. The results indicate that large companies are increasingly looking to hire or develop employees with strong soft skills and multi-disciplinary backgrounds. The soft skills listed as desirable by respondents include relationship-building, communication, problem-solving, collaboration, and teamwork skills. While the importance of soft skills relative to hard skills depends on the position an employer is seeking to fill, these skills are found to be especially important when recruiting and developing future leaders.¹ The skills noted above, are all student learning outcomes identified within the proposed BGS degree program.</p>
<p>What labour market needs would the proposed program meet for the province?</p>	<p>The projected employment growth in BC in every major occupational group, the shortage of employees with post-secondary credentials, and the fact that the employers will increasingly be looking for employees with post-secondary credentials, supervisory experience, and strong soft skills suggest that graduates from KPU's proposed Bachelor of General Studies degree program will have good employment prospects upon graduation.</p>
<p>Do potential employers require a degree for graduates to gain employment in the field?</p>	<p>Of the 934,000 job openings projected in BC by 2025, 42% are expected to be in occupations requiring a diploma, certificate, or apprenticeship training. Over a third (36%) are expected to be in occupations that require a bachelor's, graduate or first professional degree, and/or significant work experience. While 78% of expected job openings will most likely require a post-secondary credential, only 65% of BC residents between the ages of 25 and 64 have obtained a post-secondary credential. The Conference Board of Canada estimates that 95,000 BC residents are not employed because they do not have the education required to meet the needs of employers.²</p>
<p>If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?</p>	<p>Graduates of the proposed BGS degree program are likely to be employed in multiple and varied sectors, one of which may be government or another public agency.</p>

¹Business Council of Canada and Aon Hewitt. (March 2017). Developing Canada's future workforce: a survey of large private-sector employers. <http://thebusinesscouncil.ca/wp-content/uploads/2016/03/Developing-Canadas-Future-Workforce.pdf>

²The Conference Board of Canada (2015). Skills for Success: Developing Skills for a Prosperous BC. (Accessed March 2017).

Stage 1 Review for New Degree Proposals

D. Consultation

What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?

Between 9,000 and 10,000 students graduate from public high schools in the KPU Region school districts each year.

The proportion of high school graduates in the KPU Region who do not transition immediately³ to post-secondary studies has increased in the past five years – from 39% of graduates in 2009/10 (around 3,600 students) to 41% 2013/14 (around 3,900 students).³

KPU is the top university for both groups (capturing 30% of high school graduates who immediately transition and 32% of high school graduates who delay entry to university).⁴

In regular consultations with our advisory groups the concept of a BGS degree received robust support, and many articulated this as a relevant and timely degree for their current as well as prospective employees.

If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?

The proposed BGS degree program does not lead to a regulated profession.

³ Immediate transition refers to public high school graduates who enter post-secondary system in the following academic year.

⁴ Ministry of Advanced Education. Student Transitions Project.

Stage 1 Review for New Degree Proposals

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province?	<p>Compared to the existing Bachelor of General Studies degree programs, KPU's proposed program is similar in that: <i>It may be completed on a full-time or part-time basis.</i> <i>Its domestic tuition per credit is almost the same as that of TRU and UFV.</i></p> <p>KPU's proposed program is unique within the KPU Region because it is designed to accommodate adult learners who want to return to university to complete a bachelor's degree after an interruption in their earlier academic careers. The program will also serve adult learners with prior learning, training, and experience gained outside a traditional education environment through Prior Learning Assessment and Recognition (PLAR).</p> <p>Two post-secondary institutions in the Lower Mainland, SFU and Trinity Western University, a private post-secondary institution with campuses in Langley and Richmond, offer adult Bachelor of Arts degree completion programs. KPU's proposed program is more customizable than SFU's degree completion program. Trinity Western University's program is more specialized, with a focus on leadership, than KPU's proposed program.</p> <p>KPU's proposed program would be the lowest at KPU's current base rate of tuition among all the programs reviewed.</p> <p>Overall, the data examined suggests that KPU's proposed Bachelor of General Studies degree program, with its focus on adult learners, customizable and interdisciplinary curriculum, and intention to accept a higher level of PLAR credits, would fill unmet workforce needs that may not be fully addressed by other programs within the KPU Region or the Lower Mainland.</p>
B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	KPU has consulted extensively with TRU. As a result we have developed an MOU with them to access their competency based PLAR assessment.

Stage 1 Review for New Degree Proposals

C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?

Overall, the data examined suggests that KPU's proposed Bachelor of General Studies degree program, with its focus on adult learners, customizable and interdisciplinary curriculum, and intention to accept a higher level of PLAR credits, would fill unmet workforce needs that may not be fully addressed by other programs within the KPU Region or the Lower Mainland.

D. Collaboration

To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?

See above (MOU with TRU) in Section B.

Stage 1 Review for New Degree Proposals

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:

COMMENTS:

A. Student Demand

Stage 1 Review for New Degree Proposals

How robust is the demonstrated potential student demand to sustain the proposed program?

According to DACSO (Diploma, Associate Degree and Certificate Student Outcomes Survey), a high proportion of diploma, associate degree, and certificate graduates in Arts and Sciences programs go on to take further education.⁵ KPU's Associate of Arts in General Studies graduates are a target audience for the Bachelor of General Studies degree program. Graduates of the program may want to return to KPU, an institution where they completed their associate degree, to obtain a bachelor degree. The proposed program with its customizable curriculum and multi-disciplinary nature should appeal to a wider audience including KPU students in certificate and diploma programs in Arts and in other disciplines.

Another potential target audience are students in certificate and diploma programs at other public institutions that do not offer a bachelor degree program in General Studies. Specifically, at Camosun College, Douglas College, Langara College and Selkirk College, the highest credential students are able to obtain is a Diploma in General Studies. Those students may be interested in pursuing further education and completing their bachelor's degree at KPU. Of the three post-secondary institutions, students from Douglas College are most likely to consider KPU as Douglas students are currently living in the Lower Mainland. FTE counts for Douglas' Diploma in General Studies and Associate of Arts programs was 1,258 and 622, respectively in 2015/16.

The proposed program is also likely to attract potential high school graduates in KPU's diverse catchment region. KPU Region public high school graduates who delay their transition to post-secondary education one or more years are more likely to enroll in a General Studies program compared to those who immediately transition.⁵

Mature learners who lack a degree are another target audience for this program. In 2016, nearly a million residents (982,600) lived in the KPU region⁶ and 41% of the region's population was between the ages of 25 and 54,⁷ the group most relevant to mature learners in post-secondary education. Given the projected population growth in KPU region residents age 25 to 54, the demand for post-secondary education by mature learners will likely to grow. KPU Region's share of the population 25 to 64⁸ with a high school diploma or equivalent was 27% in 2011. The percentage of the population with a certificate or diploma below bachelor level⁹ was 26%. Flexible course delivery options¹⁰ and PLAR (prior learning assessment and recognition) make the proposed program ideal for individuals with work experience and non-traditional educational experiences.

Stage 1 Review for New Degree Proposals

B. Benefit to Students

To what extent will students be able to transfer to and from other post-secondary institutions in the province?	The proposed BGS degree program is highly amenable to transfer credit (i.e., 25 credit residency requirement). Students may ladder a two-year diploma program from a Canadian Post-Secondary Institution or a BC Associate Degree. ¹¹
What opportunities are available to program graduates for further study in the field or in professional fields?	The proposed BGS degree program is a stepping stone to further education, as it is accepted as entrance to many professional and graduate programs
What added value will the proposed program offer graduates in terms of employment opportunities?	Overall, the data examined suggests that KPU's proposed Bachelor of General Studies degree program, with its focus on adult learners, customizable and interdisciplinary curriculum, and intention to accept a higher level of PLAR credits, would fill unmet workforce needs that may not be fully addressed by other programs within the KPU Region or the Lower Mainland.

⁵ Between 2014 and 2016, 9,039 former students from Arts and Sciences programs responded to the DACSO survey. The majority (70%) reported that they had taken further studies after graduating from their program. During the same time period, 1,005 former students from Arts and Sciences programs at KPU responded to the survey and 77% reported that they had taken further studies after graduating from their program at KPU. BC Outcomes Dashboard (Accessed April 2017).

⁶ Of 2009/10-2013/14 KPU Region high school graduates who immediately transitioned, 4 of the top 10 programs were science programs, whereas no science programs were among the top 10 for students that delayed entry. High School Transitions Dashboard (Accessed March 2017).

⁷ Statistics Canada. 2016 Census.

⁸ BC Stats, Population Projections 2015-2041. Statistics Canada will be releasing the age breakdown of 2016 Census data for KPU Region in May 2017.

⁹ Educational attainment data is provided for 15 to 64 and 25 to 64 age groups only.

¹⁰ College, CEGEP, or other non-university certificates and diplomas are included. Trades/apprenticeship certificates and diplomas are excluded.

¹¹ Some courses will be offered in the evenings and on the weekends and some courses will be offered online and blended.



SENATE

Agenda Item: 9.1

Meeting Date: October 29, 2018

Presenter: Jane Fee

Agenda Item: Program Concept: Bachelor of General Studies

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT Senate endorses the concept paper for the Bachelor of General Studies and recommends that the Board of Governors approves developing the full program proposal.
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Senate Standing Committee Report:

On September 28, 2018 the Senate Standing Committees on Academic Planning and Priorities and on University Budget recommended that Senate endorses the concept paper and recommends approval to the Board of Governors to proceed with development of the full program proposal.

Context & Background:

The proposed Bachelor of General Studies (BGS) degree is a 120-credit program. The proposed degree allows students to create a flexible, interdisciplinary degree program customized to suit their own intellectual and academic interests and career goals. Students can enter the BGS degree program directly with no previous university experience, or after having completed credits or certificates, diplomas, and associate degrees at KPU or other accredited post-secondary institutions through transfer credit. Students can then use these credentials and credits to accumulate credits toward the proposed degree. The proposed degree also accepts competency based PLAR (prior learning assessment and recognition) to give recognition to work experience and/or non-traditional educational experiences. This is the most flexible degree program KPU offers making it ideal for those who have taken a non-linear path to education or have extensive work experience, and wish to complete a Bachelor's degree. This degree is particularly targeted to KPU students, adult students over the age of 25, and transfer students who do not currently have a degree.

Key Messages:

1. The proposed BGS degree program builds on KPU's tradition of laddering to allow students flexible options and recognition for previous learning. KPU offers all learners opportunities to achieve success in a diverse range of programs that blend theory and practice, critical understanding

and social and ethical awareness necessary for citizenship and rewarding careers.

2. BC's K-12 New Curriculum and KPU's new Academic Plan 2023 emphasize the student as an active participant in his or her own learning process. Many of the courses taken within the proposed BGS degree are now being revised and developed so that students will demonstrate and curate their own learning through the use of an e-portfolio, and adult learners, in particular, will have an opportunity to engage in a degree completion program that is innovative, embodying current, relevant, and applied educational theory and practice.
3. The proposed BGS degree program with its open curricular structure supports KPU's strategic goal of meeting the educational needs of the region's diverse population. This will develop flexible pathways for degree completion through the new KPU Complete initiative which will be especially important for working adults struggling to balance jobs, families, and education. The proposed BGS degree program will also be an exemplar of elements of contemporary education that echo the digital transformation in the choice of delivery of some courses through online and blended learning, as well as courses with no textbook fees for students (OER Initiative).

**Resource
Requirements:**

There are no additional resource requirements needed, given that the proposed BGS degree program will utilize existing courses and resources across the university.

Implications / Risks:

Overall, the evidence suggests that there will be very good demand

Consultations:

1. Arts Subcommittee on Academic Planning and Priorities (ASCAPP)
2. Arts Subcommittee on Curriculum (ASCC)
3. Arts Faculty Council (AFC)
4. Polytechnic University Executive (PUE)
5. Senate Standing Committee on Academic Planning and Priorities (SCAPP)
6. Senate Standing Committee on University Budget (SSCUB)

Attachments:

1. Concept proposal
2. Feasibility assessment
3. Ministry of Advanced Education Stage 1 Review for New Degree Proposals

Submitted by:

Dr. Faith Auton-Cuff, Associate Dean, Faculty of Arts

Date submitted:

October 5th, 2018



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#5.2

January 30, 2019

Stephanie Howes

Agenda Item: **Establishment of a New Post-Baccalaureate Department, Operations and Technical Management**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors approve the establishment of a new department: Operations & Technical Management effective May 1, 2019, as recommended by the Board Governance Committee.
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Board Committee Report:

At its January 9, 2019 meeting, the committee approved the establishment of a new department: Operations & Technical Management effective May 1, 2019 for recommendation to the Board of Governors.

Context & Background:

As outlined in Policy GV9, Establishment and/or Discontinuance of Faculties and Departments, we are following the required consultative process. We have presented our recommendations to the School of Business (SoB) Faculty Council and have secured support for the development of a new Post-Baccalaureate department for the Post-Baccalaureate Diplomas in Operations & Supply Chain Management (OSCM) & Technical Management & Services (TMAS).

Since Fall of 2017 the SoB has been offering Post-Baccalaureate programs; one in Technical Management & Services and Operations & Supply Chain Management. One of the SoB's Associate Dean's has been responsible for all administrative responsibilities for the delivery of these two programs. This includes developing the course schedule, hiring of faculty, on-boarding of faculty, orientation sessions for students and working closely with advising staff. The establishment of a formal department will provide the opportunity to elect a program Chair with a 50% course release to manage the appropriate administration of these two programs. The release would follow the guidelines as stated in the collective agreement.

Key Messages:

1. Establishment of a new department would improve the overall operations of the two Post-Baccalaureate programs.
2. Would follow the standard practice of other KPU academic departments
3. Will improve the student experience.

Resource Requirements:

50% faculty release for Chair starting April 2019.

Consultations:

1. Vice President Academic
2. Faculty members teaching in the programs
3. School of Business Faculty Council

Attachments:

1. Overview – OSCM_TMAS
2. 5-Year Budget Projection – OSCM_TMAS

Submitted by: *Stephanie Howes, Acting Dean, School of Business*

Date submitted: *January 10, 2019*

Establishment and/or Discontinuance of Faculties and Departments - Procedure Overview

4. Establishment of a Department

- c. The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:

i. Faculty to which the proposed new Department will belong

School of Business

ii. Programs, research units and other academic services that will be housed within the proposed new Department indicating whether these are new or are to be transferred from other areas

The Operations & Technical Management department will house the OSCM & TMAS programs and will not be housing any other academic services at this time.

iii. Academic, reputational, and operational rationale for creation of proposed new Department

The creation of the department is necessary in order to run the said mentioned programs appropriately as well as to vet faculty in a manner aligned with the collective agreement and in order to assign members of the Department to Curriculum Committee, and ensure representation at the School of Business chair meetings as well as faculty council.

iv. Assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Department

It has been determined the merger will have no impact on students and/or delivery of courses. The course acronyms will remain the same for the respective courses. Course acronyms:

v. Proposed effective date for the new Department

Implementation date: April 1, 2019

vi. Five year projection of the financial sustainability of the proposed new Department including revenues and operating costs

Please see attached document - Post Bacc 5 year projection

	FY2018/19	FY2019/20	FY2020/21	FY2021/22	FY2022/23
Headcount:					
Domestic	5	10	21	35	55
International	120	152	180	215	240
Total	125	162	201	250	295

Tuition Rates

Domestic	\$ 357.00	\$ 364.14	\$ 371.42	\$ 378.85	\$ 386.43
International	\$ 615.12	\$ 627.42	\$ 639.97	\$ 652.77	\$ 665.83

Average number of credits per year	18	18	18	18	18
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Sections Required	38	39	44	50	59
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Revenues:

Domestic	\$ 32,130	\$ 65,545	\$ 140,397	\$ 238,676	\$ 382,566
International	\$ 1,328,659	\$ 1,716,621	\$ 2,073,503	\$ 2,526,220	\$ 2,876,386
Total Revenue	\$ 1,360,789	\$ 1,782,166	\$ 2,213,900	\$ 2,764,895	\$ 3,258,951

Expenses:

Faculty Cost	\$ 302,575	\$ 310,538	\$ 350,350	\$ 398,125	\$ 469,788
Program Coordinator Release	\$ 46,850	\$ 46,850	\$ 46,850	\$ 46,850	\$ 46,850
Marketing	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Orientation	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Student & Admin Support	\$ 113,246	\$ 113,246	\$ 138,846	\$ 138,846	\$ 167,109
Instructional Material	\$ 10,000	\$ 10,000	\$ 15,000	\$ 15,000	\$ 20,000
	\$ 542,671	\$ 550,634	\$ 621,046	\$ 668,821	\$ 773,746

54% Overhead (Based on Revenue)	\$ 734,826	\$ 962,370	\$ 1,195,506	\$ 1,493,044	\$ 1,759,834
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Total Expenses	\$ 1,277,498	\$ 1,513,004	\$ 1,816,552	\$ 2,161,865	\$ 2,533,580
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Contribution	\$ 83,292	\$ 269,163	\$ 397,347	\$ 603,030	\$ 725,371
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**SENATE OFFICE
MEMORANDUM**

TO:	Keri van Gerven, University Secretary
Cc:	Josephine Chan, Stephanie Howes
FROM:	Rita Zamluk, Administrative Assistant, University Senate
DATE:	December 18, 2018
SUBJECT:	Establishment of a new post-baccalaureate department

On December 17, 2018, Senate recommended that the Board of Governors approves the creation of a new academic department called Applied Communications and Public Relations effective April 1, 2019.

The motion passed by Senate is:

After debate and amendment, Jane Fee moved that Senate recommends that the Board of Governors approve the establishment of a new post-baccalaureate department: Operations & Technical Management effective April 1, 2019 and with the Program Chair / Coordinator release to be determined.

Please find attached a copy of the documents reviewed by Senate.



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#5.3

January 30, 2019

Stephanie Howes

Agenda Item: **Establishment of a New Department: Applied Communications and Public Relations**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors approve the creation of a new academic department called Applied Communications and Public Relations effective April 1, 2019, as recommended by the Board Governance Committee.
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Board Committee Report:

At its January 9, 2019 meeting, the committee approved the creation of a new academic department called Applied Communications and Public Relations effective April 1, 2019 for recommendation to the Board of Governors.

Context & Background:

PR program completed an internal review and a key recommendation of the Quality Assurance Plan is to change from a cohort only model to an open enrolment model. The open registration model is consistent with most other School of Business (SoB) programs. Furthermore, combining the Public Relations program with the Applied Communications department provides improved course access for students and unique short and long-term programming opportunities which will benefit students and meet the current industry standards. As outlined in Policy GV9, *Establishment and/or Discontinuance of Faculties and Departments*, we are following the required consultative process. In addition to meeting with both departments (see attachments 1 and 2) and securing approval of the SoB's Faculty Council we are presenting our recommendation to amalgamate the two departments to broader University governing bodies including Senate Standing Committees and Senate.

Key Messages:

1. Combining the departments will provide improved access to courses for students.
2. Create unique programming opportunities for faculty to work together.
3. Both students and the departments will benefit from scheduling efficiencies.

**Resource
Requirements:**

No additional resources are required for the creation of this department. The current 25% course release for the PR Coordinator position will transition to the current Applied CMNS, Chair position after curricular changes are completed for the PR Program. The Chair position would then be at a 50% release and would oversee scheduling/chair responsibilities for the combined department. The total cost to the university will remain the same. [budget attached]

Implications / Risks:

There are no risks to the University.

Consultations:

1. Faculty in PR Program and Applied Communications Departments
2. SoB Faculty Council

Attachments:

1. Overview Document PR_CMNS
2. Current and Merged Budget PR_CMNS
3. Memo of Support from Public Relations PR_CMNS
4. Memo of Support from App Comm PR_CMNS

Submitted by:

Stephanie Howes, Acting Dean, School of Business

Date submitted:

January 10, 2019

	CMNS	PRLN	New Department	Change
Operating Budget	\$ 2,200	\$ 1,900	\$ 4,100	\$ -
Chair/Coordinator	\$ 29,200	\$ 29,200	\$ 58,400	\$ -
Regular Faculty	\$ 1,620,600	\$ 335,800	\$ 1,956,400	\$ -
Total	\$ 1,652,000	\$ 366,900	\$ 2,018,900	\$ -
Chair/Coordinator Release	25%	25%	50%	0%
Reg FTE	13.875	2.875	16.75	0

	FY 2018/19	FY 2019/20	FY 2020/21	FY 2021/22	FY 2022/23
Enrolment (PRLN & CMNS courses)					
Domestic	1712	1780	1820	1850	1880
International	1105	1120	1135	1150	1160
Total	2817	2900	2955	3000	3040
Tuition Rate					
Domestic	\$ 142	\$ 145	\$ 148	\$ 150	\$ 153
International	\$ 615	\$ 627	\$ 640	\$ 653	\$ 666
Tuition Revenue					
Domestic	\$ 728,182	\$ 772,271	\$ 805,405	\$ 835,053	\$ 865,571
International	\$ 2,039,123	\$ 2,108,131	\$ 2,179,098	\$ 2,252,057	\$ 2,317,088
Total Revenue	\$ 2,767,305	\$ 2,880,402	\$ 2,984,502	\$ 3,087,110	\$ 3,182,659
# of Sections Required	129	133	136	138	140
Budgeted Expenses	\$ 62,500	\$ 62,500	\$ 63,700	\$ 65,200	\$ 65,700
Section Cost	\$ 1,283,953	\$ 1,323,766	\$ 1,353,625	\$ 1,373,531	\$ 1,393,438
Overhead (40%)	\$ 1,106,922	\$ 1,152,161	\$ 1,193,801	\$ 1,234,844	\$ 1,273,064
Total Expenses	\$ 2,453,375	\$ 2,538,426	\$ 2,611,126	\$ 2,673,575	\$ 2,732,201
Contribution	\$ 313,930	\$ 341,976	\$ 373,376	\$ 413,534	\$ 450,458

TO: Stephanie Howes, Interim Dean, School of Business

CC: Darren Francis, Interim Associate Dean, School of Business; Luis Villalba, Associate Dean, School of Business

FROM: Andrew Frank, Coordinator, Public Relations Department, School of Business

DATE: November 2, 2018

RE: Support for Proposed Merger of the PRLN and CMNS Departments

I am writing to convey support for the proposed merging of the Public Relations (PRLN) and Applied Communications (CMNS) departments.

This proposed merger offers several benefits to our respective departments and the wider KPU learning community:

- New possibilities for collaborative teaching, learning, scholarship, professional development and credential development between faculty in related subject areas.
- Access to more resources and a larger potential instructor pool for the existing PR Diploma Program, which currently operates with only 2.4 FTE and is detrimentally impacted whenever faculty take leave or are unable to teach.
- Opportunities to expose students in both subject areas to our respective credentials and/or courses, allowing cross-pollination and richer introduction to professional communications for students across KPU.

Support for the proposed merger has been expressed during PRLN department meetings, and several of our faculty already teach and/or have taught in CMNS. Existing professional relationships between the two departments are strong.

As the Coordinator of the Public Relations department, I am excited to be part of this merger, and I look forward to collaborating with my colleagues in CMNS as we work to forge a new path together as a single department.

If you have any questions, please don't hesitate to contact me: andrew.frank@kpu.ca

TO: Stephanie Howes, Interim Dean, School of Business

CC: Darren Francis, Interim Associate Dean, School of Business
Luis Villalba, Associate Dean, School of Business

FROM: Melissa Ashman, Interim Department Chair, Applied Communications Department, School of Business

DATE: November 1, 2018

SUBJECT: CMNS Department Support for Proposed Merger with PRLN Department

The Applied Communications (CMNS) Department supports the proposed merging of its department with the Public Relations (PRLN) Department.

The CMNS Department is invigorated by the possibilities this merger would facilitate for collaborations in teaching, learning, and scholarship, including credential development, course offerings, and instructional and professional development. Furthermore, several faculty in the CMNS Department already currently teach in the PRLN Department, and we see this proposed merger as an opportunity to support an improved scheduling process for both departments.

Our faculty's support of the proposed merger has been expressed through emails and during department meetings. Moreover, a CMNS faculty member recently suggested we organize an informal get-together with members of the PRLN Department. This idea was positively received by members of our department, and we've scheduled this meet-n-greet for November 16 on the Richmond campus.

In my role as Interim Department Chair, I am delighted to support the proposed merger of the CMNS and PRLN Departments. I have a productive working relationship with Andrew Frank, who is the Coordinator of the PRLN Department, and we have maintained open communication about how we can work together to support the proposed merger.

Please contact me at melissa.ashman@kpu.ca if you have any questions. Thank you.



**SENATE OFFICE
MEMORANDUM**

TO:	Keri van Gerven, University Secretary
Cc:	Josephine Chan, Stephanie Howes
FROM:	Rita Zamluk, Administrative Assistant, University Senate
DATE:	December 18, 2018
SUBJECT:	Establishment of a new department

On December 17, 2018, Senate recommended that the Board of Governors approves the creation of a new academic department called Applied Communications and Public Relations effective April 1, 2019..

The motion passed by Senate is:

Jane Fee moved that Senate recommends that the Board of Governors approves the creation of a new academic department called Applied Communications and Public Relations effective April 1, 2019.

Please find attached a copy of the documents reviewed by Senate.

Establishment and/or Discontinuance of Faculties and Departments - Procedure Overview

4. Establishment of a Department

- c. The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:

i. **Faculty to which the proposed new Department will belong**

School of Business

ii. **Programs, research units and other academic services that will be housed within the proposed new Department indicating whether these are new or are to be transferred from other areas**

Applied Communications and the Public Relations Diploma Program

iii. **Academic, reputational, and operational rationale for creation of proposed new Department**

Please refer to the proposal **Background** and **Discussion** headings

iv. **Assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Department**

It has been determined the merger will have no impact on students and/or delivery of courses. The course acronyms will remain the same for the respective courses. Course acronyms: Applied Communications, (CMNS) and Public Relations, (PRLN). The two departments will be housed under one named department, but will continue to be considered two separate disciplines. Proposed new department name: **Applied Communications & Public Relations** (ACPR)

v. **Proposed effective date for the new Department**

April 1, 2019

vi. **Five year projection of the financial sustainability of the proposed new Department including revenues and operating costs**

Currently, the two departments are budgeted under the School of Business base budget. There will not be any additional funding requests as a result of the merger. As demonstrated below, there will be no revenue or operating costs changes.



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
10
January 30, 2019
Alan Davis

Agenda Item: **Senate Report: November 26, 2018 and December 17, 2018**

Action Requested:	<input type="checkbox"/> Motion to Approve
	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Information
	<input type="checkbox"/> Education

Recommended Resolution:	N/A
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Board Committee Report:	N/A
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Key Messages: **The Vice Chair of Senate provides meeting notes for the Board of Governors**
[maximum of **detailing the items approved by Senate at each of its meetings for information.**
three]

Attachments 1. Notes from the Senate Meeting held November 26, 2018
 2. Notes from the Senate Meeting held December 17, 2018

Submitted by: Alan Davis / President & Vice Chancellor

Date submitted: December 18, 2018

Notes from the Senate meeting of Nov. 26, 2018

The November meeting of KPU's Senate began, as usual, with reports from the President and Provost. The Provost's report, however, included the announcement that the reorganization of the Faculty of Academic and Career Advancement [ACA] would be conducted through the process outlined in University policy GV.9. It had previously been announced that several ACA departments would be moved prior to the beginning of debate on the future of the Faculty itself. These movements will now be a part of the formal consultation process. The Provost's statement can be heard, in its entirety, in the audio recording of the November meeting (available at KPU.ca/Senate). The text of the statement was distributed to all Senators.

The Vice-Chair took the opportunity to thank all of those members of the community who wrote open letters (via their faculty councils), contacted their senators directly, or attended the Senate meeting in person. While much remains to be discussed, and decided, their voices were heard.

After this item had been addressed, a series of course revisions were passed – including an exceptionally well-considered package of changes to KPU's History offerings. Spurred by the Program Review process, the History Department conducted a comprehensive review and update of their curricula (of which this set of course changes is one component). The President, deeply impressed by the courses, declared that History is, indeed, fun. The Dean of Arts, herself an historian, felt this conclusion justified.

Admission requirement changes were passed in Appliance Servicing, Mechatronics, and Welding.

A curricular variance was passed for the Including All Citizens Project (see the KPU press release of October 30, 2017, for more information), which will allow additional flexibility for a small pilot group of students to progress towards completion of their Arts certificates. The Senate, seeing the ways in which this project both expands access and improves teaching, expressed strong support.

Bylaw revisions for the Faculty of Health were passed, as well as a minor change to the SSC Curriculum membership composition.

Jon Harding, Vice-President, Finance, provided an overview of the University's financial context, emphasizing the importance of improved financial data and the strategic allocation of KPU's funding.

The Senate, after a fruitful debate, passed two motions regarding the budget presentations made this fall. These motions are intended to help inform the development of the full budget, which will take place primarily in December and January.

In the first motion the Senate advised that the forthcoming budget prioritize two of the executive priorities submitted by Mr. Harding (though, it should be noted, several senators clarified that all of the priorities are important). The first priority highlighted was the search for cost savings and efficiencies. The second was the development of a consultative and integrated planning process.

In the second motion, the Senate noted those budget proposals there were in strong alignment to the University's priorities, and several that were not judged to be in strong alignment. This level of feedback and deliberation is new for the Senate, and represents an important level of involvement in the budget development process.

Mr. Harding's presentation on the budget, along with the two motions passed regarding the budget, are available in full at KPU.ca/Senate in this month's package.

The President concluded the November meeting by encouraging members of Senate to volunteer to serve as standing committee chairs. The Vice-Chair, it was noted, has been covering a number of these roles while new chairs are sought. The Vice-Chair, obviously intoxicated by the accumulation of fictitious power, offered no comment.

David P. Burns, Vice-Chair, University Senate

Notes from the Jolly Senate meeting of December 17, 2018

The final Senate meeting of 2018 involved two welcomes to Senate. First, the new Senator for Support Staff, Waheed Taiwo, took up the seat vacated by the resignation of Senator Broad. Second, the Senate also welcomed the arrival of Meredith Laird, the new (and second) administrative support person for Senate.

During the Provost's report a motion was passed that a written GV9 proposal be presented to the Faculty of Academic and Career Advancement Faculty Council before the proposal proceeds to the Senate Standing Committee on Academic Planning and Priorities.

Changes to the minimum qualifications for Traditional Chinese Medicine and for the Faculty of Trades and Technology were passed.

Two new departments were recommended to the Board for creation: the post-baccalaureate department "Operations and Technical Management" and the joined department of "Applied Communications and Public Relations."

The President presented to Senate a proposal for a partnership with Orient Education Services.

Senator Traynor provided an update on the progress of the Senate Standing Committee on Program Review. In addition to thanking Dr. Sunita Wiebe for her leadership in program review, the Senator also noted the high volume of reviews now being conducted. The Senate congratulated the Committee for its hard work and increasingly efficient process. The Senate also, notably, emphasized that support (in the form of course release) to faculty undertaking program reviews should be considered in the development of the University's budget.

After the approval of graduates and a minor change to the deadlines in policy AD 5 (Honourary Degrees and Awards), the President closed the meeting by reading to the Senate some of the letters received by his office. Both letters expressed gratitude for the environment nurtured at KPU.

The Vice-Chair, not having been afforded the opportunity by the Chair to offer his own holiday vice-greetings, has appended them here.

All the best,

David P. Burns, Vice-Chair, University Senate

Twas the night of our Senate and campus was dark,
The faculty hunkered down to drink (coffee) and mark,
The mics were all set and strung round the room,
Name cards declared clearly just who might be whom.

There was academic news, program reviews,
Nominations, appointments, and conflicting views,
Each wanted attention, perhaps even traction,
Debates about how to put thoughts into action.

But as the night ended the Vice-Chair did wonder,
Why we all argue, and bluster and thunder,
And on that dark night, as the clock approached eight,
He considered this school – its health and its state.

As the meeting ended, and they filed to the stairs,
He realized it was because each one truly cares,
About what we do, who we are, who we serve,
And all of the things those good people deserve.

And in that brief moment the Vice-Chair did make,
A quiet wish that his colleagues would take a deserved break.

Happy Holidays.