Regular Meeting Agenda

Board of Governors

Date: **June 26, 2019**
Time: **4:00 pm – 5:50 pm**
Location: **Richmond Campus**
Wilson Building, Room 4900

Attending: Samuel Baroi, Sandra Case, Farhad Dastur, Alan Davis, Amos Kambere, Michael McAdam, Kim Rose, Amandeep Singh

Excused: Doug Beaton, Akash Bhullar, Shelly Hill, Marc Kampschuur, Hanne Madsen, Mohammed Mahabub, George Melville

Presenters and Administrative Resources: Faith Auton-Cuff, Laurie Clancy, Jennifer Duprey, Jane Fee, Salvador Ferreras, Marlyn Graziano, Deepak Gupta, Jon Harding, Ranminder Kaur, Lori McElroy, Zena Mitchell, Kent Mullinix, Joe Sass, Ravinder Thind, Sandy Vanderburgh, Keri van Gerven

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

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

Agenda Item	Resource	Action	Time	Page
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**	**4:01-4:05**	5
3.1. **Minutes of the May 22, 2019 Regular Board of Governors Meeting**				6
3.2. **Program proposal: Graduate Certificate in Sustainable Food Systems & Food Security**	**Faith Auton-Cuff / Kent Mullinix**	**M**		13
4. **GV9 Full Proposal: Discontinuance of the Faculty of Academic and Career Advancement**	**Salvador Ferreras**	**M**	**4:05-4:35**	27
5. **Audit Committee Report**				
5.1. **Committee Chair Report**	**Michael McAdam**	**I**	**4:35-4:36**	
6. **Finance Committee Report**				
6.1. **Committee Chair Report**	**Michael McAdam**	**I**	**4:36-4:37**	
6.2. **RFP for KPU Student Support Program**	**Jon Harding / Salvador Ferreras**	**M**	**4:37-4:40**	57
7. **Governance Committee Report**				
7.1. **Committee Chair Report**	**Amos Kambere**	**I**	**4:40-4:41**	

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7.2. Accountability Plan & Report 2018/19 [**Draft Accountability Plan & Report: 2018/2019**](#)	**Lori McElroy**	M	4:41-4:46	59
7.3. Vision 2023 (1 year into plan)	**Alan Davis**	D	4:46-4:51	
7.4. Academic Plan 2023 - Impact Report on the one-year anniversary	**Salvador Ferreras**	I	4:51-5:01	61
7.5. AR17 Academic Schedule and Course Timetables Draft Policy and Procedure	**Zena Mitchell**	M	5:01-5:06	79
7.6. Draft Policy and Procedure RS5 Intellectual Property	**Deepak Gupta**	M	5:06-5:11	95
8. Human Resources Committee Report				
8.1. Committee Chair Report	**Sandra Case**	I	5:11-5:12	
9. Appointments to the Search Advisory Committee:				
9.1. Vice President, Students	**Alan Davis**	M	5:12-5:13	113
9.2. Associate Vice President, International	**Alan Davis**	M	5:13-5:14	114
10. Annual Report to the Board on the Sexual Violence & Misconduct Policy	**Alan Davis**	I	5:14-5:17	115
11. President's Report				
11.1. Report to the Board	**Alan Davis**	I	5:17-5:20	
12. Provost's Report				
12.1. Report to the Board	**Salvador Ferreras**	I	5:20-5:23	
13. Vice President, External Affairs				
13.1. Report to the Board	**Marlyn Graziano**	I	5:23-5:26	
14. Vice President, Finance & Administration's Report				
14.1. Report to the Board	**Jon Harding**	I	5:26-5:29	
15. Election of Representatives to the University Board and Senate Rules and Regulations	**Alan Davis**	I	5:29-5:31	123

Regular Meeting Agenda

Board of Governors
Date: **June 26, 2019**
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16. Senate Report: **16.1. Senate meeting – May 27, 2019**	**Alan Davis**	**I**	**5:31-5:32**	**137**
17. Next Meeting Agenda Contribution	**Sandra Case**	**D**	**5:32-5:35**	
18. For the Good of the Order	**All**	**D**	**5:35-5:37**	
19. Feedback on the Meeting	**All**	**D**	**5:37-5:39**	
20. Closing Remarks	**Sandra Case**		**5:39-5:42**	
21. Election of the Chair and Vice Chair	**Keri van Gerven**	**Election**	**5:42-5:47**	**141**
22. Appendix: **22.1. Report to the Board of Governors**	**Alan Davis**	**I**	**5:47-5:49**	

23. Next Meeting
    Regular Board Meeting
    Wednesday, October 2, 2019
    Richmond Campus,
    Wilson Room 4900
    4:00 – 7:00 pm
	Sandra Case	**I**	**5:49-5:50**	

24. Adjournment	**Sandra Case**		**5:50**	

Board of Governors   **Regular Meeting**
Agenda Item: **#3**
Meeting Date: **June 26, 2019**
Presenter(s):   **Sandra Case**

Agenda Item: Consent Agenda

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors approve the following items on the Consent Agenda:** **3.1 Minutes of the May 22, 2019 Regular Board of Governors Meeting** **3.2 Program proposal: Graduate Certificate in Sustainable Food Systems & Food Security**

Attachments: 1.   Minutes of the May 22, 2019 Regular Board of Governors Meeting.
                 2.   Program proposal: Graduate Certificate in Sustainable Food Systems & Food Security

Submitted by: Ranminder Kaur

Date submitted: June 19, 2019

KPU

Present: **Board**	**University Vice Presidents**
Douglas Beaton	Salvador Ferreras / Provost & VP, Academic
Samuel Baroi	Marlyn Graziano / VP, External Affairs
Sandra Case / Chair	Jon Harding / VP, Finance & Administration
Farhad Dastur	Sandy Vanderburgh / Provost & VP, Academic
Alan Davis / President & Vice Chancellor	
Amos Kambere	**Presenters and University Resources**
Marc Kampschuur	Laurie Clancy / AVP, Human Resources
Mohammed Mahabub	Jennifer Duprey / General Counsel
Amandeep Singh	Adam Jaffer / Manager, Organizational Risk, Organizational Risk Management
	Ranminder Kaur / Confidential Assistant to the Board of Governors
	Lori McElroy / Executive Director, Institutional Analysis & Planning
	Joe Sass / Executive Director, Financial Services
	Keri van Gerven / University Secretary & Confidential Assistant to the President & Vice Chancellor

Regrets: Akash Bhullar, Shelly Hill, Hanne Madsen, Michael McAdam, George Melville / Chancellor, Kim Rose

1. Call to Order and Introductory Remarks

The Chair called the meeting to order at 4:08 pm.

Congratulations were extended to Laurie Clancy on her appointment as AVP, Human Resources, and welcome to Sandy Vanderburgh as our incoming Provost & VP, Academic. The Chair thanked Dr. Salvador Ferreras, our departing Provost &VP, Academic for all his continued hard work and support to the university community and the Board.

2. Approval of Agenda

Motion #19-18/19
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Agenda for May 22, 2019.

3. Consent Agenda

Motion #20-18/19
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following item on the Consent Agenda:
3.1 Minutes of the March 27, 2019, Regular Board of Governors Meeting AND
receive the following item on the Consent Agenda for information:
3.2. 2019-20 and 2020-21 Academic Year schedules.

4. **Audit Committee Report**	**4.1** *Committee Chair Report*

Committee Chair, Doug Beaton advised that the Audit Committee met on March 12, 2019 and received updates from the Internal Auditor and received the KPMG Audit Findings report.

4.2 *Draft Financial Statements for Year Ending March 31, 2019*
Mr. Jon Harding presented the draft Financial Statements for the Year ending March 31, 2019 and highlighted the Statement of Financial Position, Statement of Operations and Notes to the Financial Statements.

Members also reviewed the Management Discussion and Analysis (MD&A) which was circulated at the beginning of the meeting. Jon advised that the Financial Services has prepared the MD&A for the 2019 fiscal year to help the KPU community to understand KPU's financial health, and that the inclusion of the analysis in our annual financial report will bring KPU's accountability documentation up to business standard.

Mr. Harding advised the Board recommendation for the allocation of $22 million of surplus funds from the 2018/19 fiscal year resulted from the significant increase in international enrolment. Mr. Harding noted that there is a risk of developing a dependency on revenue streams which are uncertain and inherently volatile. Mr. Harding also noted that, over the next few years, KPU will focus on improving financial stability and sustainability.

Motion #21-18/19
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Draft Financial Statements for Year Ending March 31, 2019 as recommended by the Board Audit Committee.

4.3 *Reappointment of the External Auditor*

Motion #22-18/19
MOVED, SECONDED AND CARRIED THAT the Board of Governors re-appoint KPMG as External Auditor as recommended by the Board Audit Committee.

5. **Finance Committee Report**	**5.1** *Committee Chair Report*

Committee Chair, Doug Beaton advised that the Finance Committee met on March 12th, 2019 and received an update on the budget development timeline for 2020/21, which is on the agenda.

5.2 *Budget Development Timeline for 2020/21*

Mr. Jon Harding advised that Financial Services recommends aligning the 2020/21 budget development process with a set of budget tenets, developed using feedback received from the University community throughout the 2019/20 budget development process. Tenets will include concepts such as predictability for faculties and students, budgeting to the

lower band of international sensitivity, and maintaining international tuition revenues despite operational challenges.

Discussion followed and it was noted that the timeline presented is a draft to provide targets and benchmarks for the upcoming budget process. Members also noted that enrolment targets must be established, communicated and adhered to, in order to provide prolonged revenue predictability, which is a critical component of a multi-year budget.

6. Governance Committee Report	**6.1** *Committee Chair Report*

Committee Vice Chair, Amos Kambere, advised that the items considered by the Committee on May 1, 2019 are on the Agenda.

6.2 *AC3 Program Review Policy and Procedure*

Dr. Lori McElroy advised members that the AC3 Program Review policy has been revised in preparation for the audit of KPU's quality assurance processes that will be conducted in 2019/2020 which required a clear policy on program review.

Members noted that the Senate Standing Committee on Program Review, appraised the comments received on the AC3 Program Review Policy from various stakeholders. Following consultation, minor edits were made to the AC3 Program Review Policy and Procedures.

It was noted that the revised AC3 Program Review Policy and Procedures has the endorsement of the Senate, and a motion was carried at its meeting on February 25th.

Motion #23-18/19
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve AC3 Program Review as recommended by the Board Governance Committee.

6.3 *Vice President, Students Search*

Dr. Alan Davis reported that the search and appointment process for the VP, Students is expected to take the best part of this calendar year. A general timeline will see meetings scheduled for early summer and into fall 2019 and that the plan is to have someone on board by January 2020. Dr. Davis advised that a recruiter would be engaged to assist in the search. Members noted that Dr. Steve Cardwell will be taking over the role of interim Vice President, Students alongside his role as AVP, Academic.

Dr. Davis advised that our community Board member, Amos Kambere will be a representative on the Search Advisory Committee. It was noted that Ms. van Gerven will contact incoming student Board members to ask whether they would be interested in being on the Search Advisory Committee.

7. Human Resources Committee Report	**7.1** *Committee Chair Report*

Committee Chair, Sandra Case, advised that the Human Resources Committee scheduled for April 24, 2019 was deferred as there was no quorum.

8. President's Report

8.1 *Report to the Board*

Dr. Davis advised that the President's Report was included in the Report to the Board of Governors and noted the significant number of activities around KPU featured in the report.

Dr. Davis highlighted a number of events and activities including KPU Day, Spring Leadership Forum, the Annual conference of Polytechnics Canada and the Science Rendezvous.

Dr. Davis reported that postsecondary institutions have received a letter from Universities Canada asking institutions to join the pilot program Dimensions: Equality, Diversity and Inclusion Canada which is seeking to address systemic barriers, particularly those experienced by members of underrepresented or disadvantaged groups.

Dr. Davis noted that he will discuss the letter from Universities Canada at the Senate meeting on May 27, 2019 and ask them to endorse the program's Charter and its principles.

9. Provost's Report

9.1 *Report to the Board*

Dr. Salvador Ferreras advised that the Provost and VP, Academic Report was included in the Report to the Board of Governors.

Dr. Ferreras highlighted a number of events and activities including the 5th Annual Symposium on Cybersecurity Digital Forensics, School of Horticulture Scholarship and Awards Ceremony, Wilson School of Design Fashion Show and Open Doors-Open Minds.

Dr. Ferreras also provided an update on the GV9 proposal for the discontinuance of the Faculty of Academic and Career Advancement which will be presented to Senate on May 27 for a recommendation to the Board. Subsequently, the proposal will be brought for the consideration of the Board at the next Board meeting on June 26, 2019.

10. Vice President, External Affairs Report

10.1 *Report to the Board*

Marlyn Graziano advised that the Vice President, External Affairs Report was included in the Report to the Board of Governors. Ms. Graziano highlighted a number of events including:

- 2019 School of Horticulture Scholarships and Awards Celebrations

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- BC Tech Summit
- Meeting with MLS South Surrey
- Surrey Board of Trade breakfast meeting
- Surrey Board of Trace Women in Business Awards
- Delta Chamber of Commerce AGM
- Cloverdale Chamber of Commerce Business Excellence Awards

11. Vice President, Finance & Administration's Report

11.1 *Report to the Board*

Jon Harding advised that the Vice President, Finance and Administration Report was included in the Report to the Board of Governors.

Mr. Harding advised members that a number of trees in the Surrey Campus forest were removed/cut down in 2018-19 as this was a safety and security issue. It was noted that proper protocols were followed and that KPU management will continue to provide a safe environment for our students and staff.

Mr. Harding noted that members of the KPU community have raised concerns about communication related to these types of decisions. Mr. Harding advised that with the development of the Campus Master Plan, a consultative process of all KPU property will be uploaded on the website providing information and full transparency.

Action Item:
Following discussion, it was noted that this was on the agenda for discussion at the Senate meeting on May 27, 2019. Detailed information will be provided to members of the Board via email to keep them informed of the resolution.

12. Senate Reports: March 25, 2019 and April 29, 2019

Dr. Davis advised that the Senate Reports for March 25 and April 29, 2019 was prepared by David Burns, Senate Vice-Chair and was included in the meeting package.

13. 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.

14. For the Good of the Order

There were no additional items identified.

15. Feedback on the Meeting

There was no additional feedback on the meeting.

16. Appendix:

16.1 *Report to the Board of Governors*

The May 2019 Report to the Board of Governors was received and hard copies of the report were distributed to the Board.

The Chair expressed her thanks to Caroline Lillico in the President's Office for her hard work in the development of the Report for each meeting.

17. Next Meeting	Wednesday, June 26, 2019 at the Richmond Campus, Wilson Room 4900 at 4:00 pm.
18. Adjournment	The meeting adjourned at 4:57 pm.

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Board Chair

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#3.2**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Dr. Kent Mullinix / Dr. Faith Auton-Cuff**

Agenda Item: **Full Program Proposal: Graduate Certificate in Sustainable Food Systems & Food Security**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors approve the Full Program Proposal for the Graduate Certificate in Sustainable Food Systems and Security with an implementation date of September, 2020 as recommended by the Board Governance and Finance Committees.**

Board Committee Report:	At its meeting held on June 12, 2019, the Board Governance Committee and June 18 2019, the Board Finance Committee approved the Full Program Proposal: Graduate Certificate in Sustainable Food Systems & Food Security for recommendation to the Board of Governors.
Context & Background:	The proposed program is an 18-credit Graduate Certificate composed of courses in an online delivery format spanning one academic year. Additionally, this program of study will be formally articulated with the Royal Roads University Master of Arts – Integrated Studies program and required of those RRU students who want to peruse this graduate degree with a Sustainable Food System and Security emphasis. The interdisciplinary curriculum comprises two parts: a comprehensive interdisciplinary examination of contemporary food systems and food security from environmental, social and economic perspectives, elucidating the resultant multi-faced and deep challenges to humanity and the rest of creation; and envisioning and facilitating an alternate food system future.
Key Messages: *[maximum of three]*	**1. To impart a comprehensive understanding of the sustainability challenges in our contemporary food system** **2. To imbue graduates with an understanding of emerging research and knowledge around sustainable food systems** **3. Train change-makers; prepare builders and leaders to implement effective and innovative strategies to advance sustainable food systems**
Resource Requirements:	As the program may be taken part-time, it is suitable for working professionals. All courses will be offered online, which will allow interested individuals from all around the world to enroll in the proposed program.

	Board of Governors	**Regular Meeting**
KPU	**Agenda Item:**	**#3.2**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Dr. Kent Mullinix / Dr. Faith Auton-Cuff**

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. Senate Standing Committee on Academic Planning and Priorities (SSCAPP)
5. Senate Standing Committee on University Budget (SSCUB)
6. Senate

Attachments:
   1. Executive Summary
   2. Full Program Proposal – Graduate Certificate in SFSS
   3. Draft Financial Assessment

Submitted by: Dr. Faith Auton-Cuff, Associate Dean, Faculty of Arts
Dr. Kent Mullinix, Director of Sustainable Horticulture and Food Systems

Date submitted: June 19, 2019

Faculty of Arts - Full Program Proposal, Graduate Certificate in Sustainable Food Systems and Security

Executive Summary (Abridged and adapted from attached Full Program Proposal, April, 2019)

The proposed program is an 18 credit Graduate Certificate entitled Sustainable Food Systems and Security. Courses will be developed for on-line delivery over the course of one academic year if students to engage in it full-time, or over two-years if part-time. Additionally, this program of study will be formally articulated with the Royal Roads University Master of Arts- Interdisciplinary Studies program and required of those RRU students who want to pursue this graduate degree with a Sustainable Food System and Security emphasis (option). The multidisciplinary curriculum comprises two parts:

Part one focuses on a comprehensive multidisciplinary examination of the contemporary, dominant, western economy food system and food security from environmental, social and economic perspectives, elucidating the resultant multi-faceted and deep challenges to humanity and our bio-physical environments. Approved courses are- ***Our Food System and Sustainability*** (1 credit*)*; *Environment and Food* (4 credits); ***Food System Economics*** (3 credits); ***Food Systems and Society*** (4 credits).

Part two focuses on envisioning and facilitating an alternate food system future. One course, ***Creating Our Food System Future*** (4 credits) will examine alternate food system paradigms and their objectives, and consider such things as innovative models, design approaches, appropriate technologies, business/ economic models, bottom-up vs top-down approaches/ actions, policy and social activism. Case studies will be integral to this course. A second course, ***Capstone Project*** will require students to identify, analyze and devise a comprehensive strategy to mitigate a food system/ food security challenge or advance a sustainable food/ food security element in their life place. Per agreement with RRU, this project can serve as preparatory to thesis research and writing for RRU students.

The key program objectives are to impart a comprehensive understanding of the sustainability challenges in our contemporary food system, to imbue students with an understanding of emerging research and knowledge around sustainable food systems and to train change-makers; and prepare builders and leaders to implement effective and innovative strategies to advance sustainable food systems.

The proposed graduate certificate focuses on understanding the social, environmental and economic dimensions of sustainable food systems appropriate to meet the challenges of the 21st century, and the preparation of sustainable food system and security advocates, leaders and builders, who currently work or will work in a myriad of professional capacities concerned directly and indirectly with this foundational and fundamentally critical element of our society and economy.

This 18-credit program is appropriate for, and targets a breadth of professionals seeking professional development as well as for entry level professionals; anyone seeking to learn about the food, environment and society from a systems perspective. It is possible to support and prepare aspiring as well as practicing professionals via this certificate in that food system sustainability and security is an emerging field of study as well as professional practice. Therefor aspiring, nascent, and practicing professionals find themselves at similar levels of food system awareness, comprehension, and technical acumen.

"The tuition for the Graduate Certificate in SFSS set at $579.09 per credit in year one for domestic and $658.03 for international students is competitive with other programs being offered, and will cost each domestic student approximately $10,400 and each international student $11,800. The initial investment and start-up costs over the course of the first four years will be a small surplus of approximately $1,100, which includes 25% allocation for overhead based on gross revenue that is non-program specific, but that contributes to the rest of the institution. By the fifth year, the steady state could potentially earn approximately $197,000 per year based on a student headcount of 34 with one intake per year."

KPU, via the Institute for Sustainable Food Systems (an applied research and extension unit) and the Sustainable Agriculture BaSc program is now the recognized Canadian higher education research, extension and education leader in this important and nascent domain. Many practicing and aspiring professionals that concern themselves in food system research, education and action need, and want substantive, pertinent expertise but there is a dearth of educational programming they can avail themselves of. The proposed program will directly rectify this Canadian higher education programming deficiency. Its on-line format will allow program participation from across North America and around the world.

Non-Degree Program Proposal
Graduate Certificate in Sustainable Food Systems and Security

Name of Institution: Kwantlen Polytechnic University	
Title of Program: Sustainable Food Systems and Security	
Credential to be awarded to graduates: Graduate Certificate	
Length of Program (number of credits): 18	

Institutional Contact: Dr. Kent Mullinix; Dr. Faith Auton-Cuff	**Title:** Director of ISFS Associate Dean, Faculty of Arts
Phone: 504 612 1252 604-599-3076	**Email:** kent.mullinix@kpu.ca faith.auton-cuff@kpu.ca
Date: 03/27/19	

A. Executive Summary:

A1. Summarize the purpose of the proposal

The proposed program is an 18 credit Graduate Certificate entitled Sustainable Food Systems and Security. Courses will be developed for on-line delivery over the course of one academic year. Additionally, this program of study will be formally articulated with the Royal Roads University Master of Arts- Interdisciplinary Studies program and required of those RRU students who want to pursue this graduate degree with a Sustainable Food System and Food Security emphasis (option). The multidisciplinary curriculum comprises two parts:

Part one focuses on a comprehensive multidisciplinary examination of the contemporary, dominant, western economy food system and food security from environmental, social and economic perspectives, elucidating the resultant multi-faceted and deep challenges to humanity and our bio-physical environments. Courses conceived are- *Our Food System and Sustainability* (1 credit*)*; *Environment and Food* (4 credits); *Food System Economics* (3 credits); *Food Systems and Society* (4 credits).

Part two focuses on envisioning and facilitating an alternate food system future. One course, *Creating Our Food System Future* (4 credits) will examine alternate food system paradigms and their objectives, and consider such things as innovative models, design approaches, appropriate technologies, business/ economic models, bottom-up vs top-down approaches/ actions, policy and social activism. Case studies will be integral to this course. A second course, *Capstone Project* will require students to identify, analyze and devise a comprehensive strategy to mitigate a food system/ food security challenge or advance a sustainable food/ food security element in their life place. Per agreement with RRU, this project can serve as preparatory to thesis research and writing for RRU students.

The key program objectives are

- To impart a comprehensive understanding of the sustainability challenges in our contemporary food system.
- To imbue students with an understanding of emerging research and knowledge around sustainable food systems.
- Train change-makers; prepare builders and leaders to implement effective and innovative strategies to advance sustainable food systems.

The proposed graduate certificate focuses on understanding the social, environmental and economic dimensions of sustainable food systems appropriate to meet the challenges of the 21st century, and preparation of sustainable food system and food security advocates, leaders and builders, who currently work or will work in a myriad of professional capacities concerned directly and indirectly with this foundational and fundamentally critical element of our society and economy.

Program outcomes:

1. Aspiring and practicing professionals from a broad range of disciplines will garner requisite insights, perspective and functional knowledge to work in the realm of sustainable food systems and security.

2. Certificate earners will have the opportunity to complete a master degree at Royal Roads University.

This 18-credit program is appropriate for and targets a breadth of professionals seeking professional development as well as for entry level professionals; anyone seeking to learn about the food, environment and society from a systems perspective. It is possible to support and prepare aspiring as well as practicing professionals via this certificate in that food system sustainability and security is an emerging field of study as well as professional practice. Therefor aspiring, nascent, and practicing professionals find themselves at similar levels of food system awareness, comprehension, and technical acumen.

Noteworthy program attributes include:

- Will articulate with the Royal Roads University (RRU) Master of Arts- Interdisciplinary Studies program (affording opportunity to earn an MA degree).
- Will be constructed and taught by an interdisciplinary team focused on systems and holistic perspectives.
- Capstone course will require place-based community engagement which can tie directly into the RRU MA degree research requirement.
- All courses will be coherently designed for online delivery.

Program Rationale:

Food systems and issues of food security have risen to the forefront of sustainability discourse, research and community based action. This has occurred in response to the grievous outcomes from the imposition of neo-liberal globalization and wholesale industrialization of the food system (inputs, production, processing, storage, distribution, sales and waste) in western economies and

increasingly in developing economies. Our food system has become, over the last six decades, increasingly industrialized, input and capital intensive, consolidated, and under the hegemonic control of a few transnational corporations. Outcomes include the production of enough food for every person on earth while 1/6th of the population is undernourished and another 1/6th is overfed leading to epidemic food related "Western" disease (e.g. starvation, obesity, coronary heart disease, childhood onset diabetes), unsustainable dependence on fossil fuels, profligate greenhouse gas emissions and others egregious forms of environmental destruction, and the economic and social marginalization of agriculture, agriculturists and agriculture communities. It has not alleviated food insecurity in Canada or elsewhere. Additionally, it is fully recognized that climate change as well as resource (arable land, water, energy) limits will have a profound effect on agriculture, food systems, and food security. Twenty-first century food systems must respond to these challenges. This graduate certificate focuses on comprehensively understanding the social, environmental and economic dimensions of sustainable food systems appropriate to meet the challenges of the 21st century and preparation of sustainable food system and food security advocates, leaders and builders, who work or will work in a myriad of professional capacities concerned directly and indirectly with this foundational and fundamentally critical element of our societies and economies.

KPU, via the Institute for Sustainable Food Systems (an applied research and extension unit) and the Sustainable Agriculture BASc program, is now the recognized Canadian higher education research, extension and education leader in this important and nascent domain. Many practising and aspiring professionals that concern themselves in food system research, education and action need and want substantive, pertinent expertise but there is a nearly complete dearth of educational programming they can avail themselves of. The proposed program will directly rectify this Canadian higher education programming deficiency. Its on-line format will allow program participation from across North America and around the world.

B. Program Description:

B1. State the goals and objectives of the new program

The Sustainable Food Systems and Security (SFSS) program aims to provide a research and community action informed, graduate level program of study with sustainability at its core. It is a multi-disciplinary program geared to train change-makers. The curricula will be dynamic, up to date and adaptable to new ideas and needs. It is led by faculty with terminal degrees in their fields of expertise and actively involved in applied knowledge creation and mobilization around sustainable food systems and security.

B2. Identify the target student audience(s) for this program

This graduate certificate will serve broad range of professionals including those involved in planning, economic development, community activism, NGOs, education (all levels), business, health, social work, food sector business etc. It will focus on professional entry level preparation as well as professional development for established professions. As previously stated, it is possible to support and prepare aspiring as well as practicing professionals in that food system sustainability and security is an emerging field of study and professional practice. Therefor aspiring, nascent, and practicing professionals find themselves at similar levels of food system awareness, comprehension, and technical acumen, and with similar academic need in this regard.

Students from around the world will be able to enroll in this program.

Additionally, KPU baccalaureate level graduates of sustainable agriculture, policy studies, NGO and non-profit studies, design, health sciences, geography, horticulture, and social sciences may be interested and will be academically prepared (with requisite GPA) for this graduate certificate program. Interest in and the advancement of sustainable food systems and security far transcends agriculture (agronomy, horticulture and animal science). Much of the work and movement is led by persons/ professionals educated and working outside of agriculture per say. The food system is a foundational and cross cutting element of sustainable society, and as such many food systems leaders and builders have training in disciplines within Arts and other Faculties- that is to say there is (and it is needed) a breadth of expertise being brought to bear on the challenge of sustainable food systems and security.

B3. State how the institution satisfied itself that there is not unnecessary duplication in the system

The KPU Office of Institutional Analysis and Planning conducted a *Feasibility Assessment for the Proposed Graduate Certificate in Sustainable Food Systems and Security,* dated December, 12, 2017. The study concluded and reported that "**No public or private postsecondary education institution in B.C. offers a *graduate certificate* with a focus on sustainable food systems and security**".

The report further stated "The proposed program is unique in that:

• It will be the only *graduate certificate* in B.C. and Canada that addresses complex food security issues.
• It places strong emphasis on *applied skills* and training change-makers who can implement initiatives to advance sustainable food systems. Graduates of the proposed program will develop an understanding of the challenges of the current food system as well as the emerging research and knowledge about sustainable food systems.
• It is flexible and designed to meet the needs of working professionals. The program may be completed full-time or part-time. All courses will be offered online.
• It will articulate with Royal Roads University's (RRU) Master of Arts in Interdisciplinary Studies program allowing students to progress toward a Master of Arts degree."

The full report "*Feasibility Assessment for the Proposed Graduate Certificate in Sustainable Food Systems and Security",* which included a thorough analysis of the competitive market was included in the Program Concept Approval package.

B4. Provide evidence of labour market demand

The KPU Office of Institutional Analysis and Planning conducted a *Feasibility Assessment for the Proposed Graduate Certificate in Sustainable Food Systems and Security,* dated December, 12, 2017 which included a thorough analysis of labour market demand. The report concluded "**Overall, the information suggests graduates from KPU's proposed Graduate Certificate in Sustainable Food Systems and Security will have very good employment prospects upon graduation**."

The report further states, "Graduates of food security programs generally find work with the following:

• domestic and international agencies as well as non-governmental organizations
• community development organizations
• public health agencies
• university-based research institutes and centres"

It is expected that the proposed graduate program of study will apply to the following professions:
- Municipal/ Regional District Planner
- Policy Analyst
- Agriculture/ Food System Consultant
- Educator- K-12
- Academic/ researcher- post-secondary
- Entrepreneur
- NGO staff
- Government staff (e.g. Ministry of Agriculture, Ministry of Trade, Jobs and Economic Development)
- Extension agent
- Social/ Community Development professional
- Food System Professional

The full report "*Feasibility Assessment for the Proposed Graduate Certificate in Sustainable Food Systems and Security",* which included a thorough analysis of labour market demand was included in the Program Concept Approval package.

C. Curriculum:

C1. Describe the skills, knowledge, or other attributes students will develop from the program

Graduates will leave the program with the ability to –
- Fully grasp the sustainability challenges of our current food system, and urgency for remediation.
- Comprehend, intellectually and functionally, the inherent and operational differences between a reductionists approach and a holistic approach to food systems.
- Implement effective and innovative strategies to advance sustainable food systems.
- Link and integrate environmental science and environmental stewardship with food systems and sustainability/ security.
- Delineate and analyze monetary flows, economic drivers and economic models inherent in and impacting the sustainability of food systems and security.
- Comprehensively understand the health, community, culture and security aspects of food systems.
- Understand and be able to develop effective policies and conceive of community/ region/ nation based solutions to advance sustainability in all aspects of food system.
- Identify and analyze variables that contribute to the complexity of food systems.

C2. Describe the program/course structure

Total program credits: 18

Part 1 (12 credits)

A	SFSS 6100 Our Food System and Sustainability:	1 credit
B	SFSS 6110 Environment and Food Systems:	4 credits
C	SFSS 6120 Food System Economics:	3 credits
D	SFSS 6130 Food Systems and Society:	4 credits

Part 2 (6 credits)

E	SFSS 6140 Creating Our Food System Future:	4 credits
F	SFSS 6180 Capstone Project:	2 credits

All program courses will be developed for online delivery. The first course – SFSS 6100 Our Food System and Sustainability serves as prerequisite to all others and will include synchronous delivery components to develop the learning community. Following this course students may take one or more courses before concluding with SFSS 6180 Capstone Project. Program completion can be accomplished in one academic year (course load will be split over three semesters) but can be extended over multiple years. Programs courses will be developed and taught by an interdisciplinary team focused on systems and holistic perspectives. This graduate certificate will be formally articulated with the Royal Roads University- Master of Interdisciplinary Studies program. RRU students seeking this degree with a Sustainable Food System and Security emphasis will be required to earn the KPU graduate certificate. The SFSS 6180 Capstone Project course will require place-based (in-situ) community engagement (i.e. working with community actors) by the student which can tie directly into the RRU MA degree research requirement via online interaction. KPU faculty will supervise student conceptualization, planning and pursuit of their capstone project.

C3. Identify the provincial, national and/or international certifications and standards achieved in the new program, if applicable

Graduate Certificate

D. Program Consultations and Evaluation:

D1. List the other provincial post-secondary institutions consulted about the proposed program

1. University of British Columbia
2. Simon Fraser University
3. University of the Fraser Valley

Provide a list and summary of the nature of all other consultations

The following organizations were provided a written overview of the proposed graduate certificate and given opportunity to provide feedback. All listed provided letters of endorsement.

1. British Columbia Food System Network (NGO)
2. BC Food and Farms (media and information clearinghouse)
3. Association of Kootenay-Boundary Local Government (elected officials and planners)

4. BC Association of Farmers Markets (NGO)
5. Delta School District (public education)
6. Fresh Roots (education NGO)
7. Kimberly Hodgson, Principal- Cultivating Healthy Places (private consulting)
8. Interior Health (BC government)
9. Langley Environmental Partners Society (NGO)
10. Lakehead University- Canada Research Chair, Sustainable Food Systems
11. City of Langley- Local government- planning
12. University of Alberta, Extension Faculty
13. Lillooet Agriculture and Food Society (NGO)
14. Okanagan- Similkemeen Healthy Living Alliance (NGO)
15. Real Estate Foundation of BC (Philanthropy)
16. Richmond Food Security Society (NGO)
17. Sandy Blue, Principal- 2bVentures (private consulting)
18. Surrey Board of Trade
19. Squamish- Lillooet Regional District (local government- planning)
20. Cornelia Sussmann- Vancouver (professional planner)
21. Township of Langley- Local government, planning)
22. University of Toronto- Dalla Lana School of Public Health
23. Wilfred Laurier University- Centre for Sustainable Food Systems

Letters of support from each of the above listed were included in the Program Concept Approval package.

D2. State whether or not the program meets the program eligibility requirements as outlined at www.bcsap.bc.ca

All eligibility requirements have been met.

D3. Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented

The program will be subject to ongoing review, evaluation and adjustment per the requirements and processes of KPU and the Faculty of Arts.

D4. Indicate whether safety and other risk management factors have been addressed where appropriate

There are no substantive safety or risk factors associated with the proposed graduate certificate program.

E. Admissions and Transfer:

> *E1. Indicate how the institution plans to ensure students' ability to access the program through transfer*

Admissions Requirements:

In addition to the Faculty's Admission Requirements, which consist of KPU's undergraduate English Proficiency Requirement, the following program admission requirements apply:

- Successful completion of a recognized undergraduate* or graduate degree with a minimum cumulative GPA of 3.33.
- A statement of intent in the program, including relevant studies and work experience. Normally, a minimum of three years of professional experience is required. This statement should be 800 – 1000 words and cover the following:
  - Intellectual and creative interests
  - Personal goals related to the program
  - How one's background contributes to the program
  - Highlight interests in community involvement
- Three references (one academic, two professional) stating suitability for the program

All applicants are assessed by an admissions committee for maturity, fit to the academic program, educational background, and work experience, using the statement of intent and references. Applicants may also be interviewed by a member of the Admissions Committee as part of the application screening process. Meeting the minimum admission requirements does not guarantee admission into the program. For further details about the statement of intent, including submission specifics, visit the department's website at: XXXX

Transfer:

Students will not have the ability to transfer into this graduate program of study.

> *E2. Describe how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution*

The proposed graduate program has been designed as a stand-alone program, affording opportunity to earn a transcripted KPU credential- (Graduate Certificate). It will, however, be articulated, in its entirety, with Royal Roads University, Master of Interdisciplinary Studies degree program. Should a student elect to pursue the aforementioned RRU degree with an emphasis on sustainable food system and food security, they will be able (required) to apply the entire KPU certificate program to satisfy RRU degree requirements. A Memorandum of Understanding to this effect between KPU and RRU has been fully executed.

Further, it may be that students in other graduate programs may elect to take this KPU program of study or individual courses therein.

E3. Indicate how students will be able to transfer into related degree-level programs, if applicable

N/A

F. Other:

F1. Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal

Financial Assessment Template
Summary Financial Information

Program Name: Graduate Certificate in Sustainable Food Systems and Security (SFSS)

	Total Credits	Fiscal Yr 1	Fiscal Yr 2	Fiscal Yr 3	Fiscal Yr 4	Stable State	Instruction Notes
							* if stable state is reached sooner than Year 5, please leave applicable years blank
Student Mix Expectations per year							
Full-Time Delivery - WITH ATTRITION							
New Domestic Students entering into year 1 of program	18	5	10	17	21	28	
New International Students entering into year 1 of program	18	2	2	2	1	1	
Part-Time Delivery - WITH ATTRITION							
New Domestic Students entering into year 1 of program	18	2	3	4	5	5	
New International Students entering into year 1 of program	18	1	1	1	1	0	
Total New Students per year - WITH ATTRITION		10	16	24	28	34	
Number of Open/Limited Intakes (Non-cohorts)		1	1	1	1	1	
							If there are assumptions about cohort size or number of cohorts
Number of Intakes for Cohorts per Academic Year		0	0	0	0	0	changing over time please include
Number of Cohorts per Intake		0	0	0	0	0	
Total Cohort Intakes in Academic Year		0	0	0	0	0	
Total Intakes		1	1	1	1	1	
Revenues:							
Operating		96,660	191,730	313,185	415,750	471,819	
One-time Only/Start-up		-	-	-	-	-	
Total Revenues:		96,660	191,730	313,185	415,750	471,819	
Expenditures:							
One-time Only/Start-up Operating		46,000	-	-	-		
One-time Only/Start-up Capital		8,000	-	-	-		
Ongoing Operating Costs		179,829	184,528	189,387	194,414	199,613	
Ongoing Capital Costs		-	-	-	-	-	Stable State includes replacement cycle of capital assets
Total Expenses:		233,829	184,528	189,387	194,414	199,613	
							If course is online, then overhead is estimated at 25% vs in class sections at 40%.
Overhead based on revenue (up to revenue for 25% 24 students per class)		27,883	45,505	69,623	71,016	72,436	Overhead covers security, facilities, maintenance, electricity, heat, water, student services, HR, finance, other support services
Replacement cycle of capital assets						3,000	4 years for computer related equipment, 5 years for other equipment, and 7 years for furniture
Net cash inflows (outflows)		(165,051)	(38,303)	54,175	150,320	196,770	
Ongoing Capital Costs		0	0	0	0	0	
Budget required							
Operating Budget (Excluding Capital Budget)		225,829	184,528	189,387	194,414	199,613	
							* if the expectation is that program needs can be met with existing resources, please include this assumption in comments.
Capital Budget		8,000	-	-	-	3,000	
Overhead required		27,883	45,505	69,623	71,016	72,436	
Total Budget Required		261,712	230,033	259,010	265,429	275,049	

The program developer and the Dean in charge of this program request must contact Budget Team in Financial Services to ensure that there will be budget set aside for this once the program is approved by Senate. They need to communicate the University budget required to cover the identified costs less any donation and external one-time only grant revenues.

What fiscal year will budget be required? If broken across multiple years please identify:

Budget for One-time Only/Start-up expenses will be required in the fiscal year 2020/2021 (i.e. program development and marketing expenses in preparation for Summer 2020 program launch).

Total Investment/Start-up Costs During First 4 Years	1,141	
Stable State Net Income	196,770	

Investment and start-up costs are not material compared to potential stable revenues

Payback Period (in stable state years)   *assumes a 2% inflation

Break-even # of Domestic Students	27	based on multi-cohorts
Break-even # of Domestic Students	Not analyzed	per cohort

Represents number of domestic students at stable state required to break-even covering ongoing operating costs and overhead

Financial Services sign-off:

Wendy Ip
Director, Financial Services
Date: June 5, 2019

Jon Harding, CPA, CA
VP, Finance and Admin
Date: June 5, 2019

Is program profitable?   Yes

If no, please provide rationale of why the program should be financially supported by the University

Faculty Sign-off:

Kent Mullinix
Program Developer
Date: June 5, 2019

Dean
Date: June 5, 2019

	Board of Governors	**Regular Meeting**
![KPU logo]	**Agenda Item:**	**#4**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Dr. Salvador Ferreras**

Agenda Item:	**GV9 Task Force Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors approve the recommendations contained in the attached Full GV9 Proposal as recommended by the Senate.**

Board Committee Report:	This motion and Full Proposal are respectfully presented upon the recommendation of the Senate Standing Committee on Academic Planning and Priorities and the authority of the KPU Senate.
Context & Background:	Last February 8, 2019, SSCAPP passed a motion recommending that Senate approve "the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal for the discontinuance of the FACA as per Policy GV9. This Task Force on the Faculty of ACA GV9 proposal was established March 5th. The Task Force completed its work and submitted its recommendations to the Provost on March 17th who, in turn, developed the attached Full Proposal and the motion before Senate. The motion above and its corresponding provisions has been submitted to Senate by the Provost for recommendation to the Board of Governors.
Key Messages:	**1. The GV9 process has been a positive and effective vehicle for the representation and discussion of complex issues related to the delivery of education at the University.** **2. This proposal mitigates KPU's principal financial concerns while proposing positive steps forward for developmental education at KPU** **3. This process has provided an opportunity to review change processes at KPU and to catalyze discussion and action on new developments in course delivery, laddering and communities of practice.**
Resource Requirements:	Any resource requirements such as the distribution of department and Faculty office budgets, chair reappointments, etc. are outlined in the recommendations outlined in the Full Proposal.

Implications /
Risks:

All implications are outlined in the attached Full Proposal.

Consultations:

1. <u>Institutional Analysis and Planning data</u>. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
2. <u>Current literature</u> on access programming.
3. <u>Financial reports.</u> Costing information was provided from the office of Institutional Analysis and Planning.
4. <u>International student data</u> provided by Ann Yuan.
5. <u>Recent Program Reviews</u> provided for review by Task Force members.
6. <u>Structural comparison with the other four special purpose teaching universities</u> provided by ACA Task Force members.
7. <u>Student input</u> collected and provided by student Task Force members.
8. <u>Report on Continuous Intake</u> provided by Sean Conway.
9. <u>Legislative and Ministry documents</u> including the Adult Education Policy Framework
10. <u>The Learning Centre</u>
11. Select faculty members from the Faculty of ACA
12. <u>Presentations from</u>: Task Force members of the Faculty of ACA
    Dr. Diane Purvey, Dean, Faculty of Arts
    Dr. Betty Worobec, Dean, Faculty of Science & Horticulture
    Dr. Salvador Ferreras, Provost and Vice President, Academic

Attachments:

1. Full Proposal for the Discontinuance of the Faculty of ACA
2. Appendix A - Report of the Senate Task Force on the Discontinuance of the Faculty of Academic and Career Advancement
3. Appendix B - Department of Academic and Career Preparation Proposal: Transitioning from Continuous-Intake (CI) to University Preparatory (UPrep)
4. Appendix C - Department of Academic and Career Preparation Preliminary Proposal: Transitioning from Fundamental English Continuous-Intake to UStart
5. Appendix D – Provost's response to the recommendations of the Senate GV9 Task Force on the Faculty of Academic and Career Advancement and Provost's response to the recommendations from the department of Academic and Career Preparation

Submitted by: Dr. Salvador Ferreras, Provost and Vice President, Academic

Date submitted: May 27, 2019

TO:	Ranminder Kaur, Confidential Assistant, Board of Governors
Cc:	Sal Ferreras
FROM:	Rita Zamluk, Administrative Assistant, University Senate
DATE:	May 28, 2019
SUBJECT:	GV9 Task Force Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement

On May 27, 2019 Senate approved a recommendation to the Board of Governors to adopt the recommendations contained in the attached Full GV9 Proposal.

Please find attached the documents reviewed by Senate.

Agenda Item:	**4.2.1**
Meeting Date:	**May 27, 2019**
Presenter:	**Dr. Sal Ferreras**

Agenda Item:	**GV9 Task Force Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information

Recommended Resolution:	**That Senate approve a recommendation to the Board of Governors to adopt the recommendations contained in the attached Full GV9 Proposal.**

Senate Standing Committee Report:	This motion and Full Proposal are respectfully presented upon the recommendation of the Senate Standing Committee on Academic Planning and Priorities and the authority of the KPU Senate.
Context & Background:	Last February 8, 2019, SSCAPP passed a motion recommending that Senate approve "the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal for the discontinuance of the FACA as per Policy GV9. This Task Force on the Faculty of ACA GV9 proposal was established March 5th. The Task Force completed its work and submitted its recommendations to the Provost on March 17th who, in turn, developed the attached Full Proposal and the motion before Senate. The motion above and its corresponding provisions has been submitted to Senate by the Provost for recommendation to the Board of Governors.
Key Messages:	1. The GV9 process has been a positive and effective vehicle for the representation and discussion of complex issues related to the delivery of education at the University. 2. This proposal mitigates KPU's principal financial concerns while proposing positive steps forward for developmental education at KPU 3. This process has provided an opportunity to review change processes at KPU and to catalyze discussion and action on new developments in course delivery, laddering and communities of practice.
Resource Requirements:	Any resource requirements such as the distribution of department and Faculty office budgets, chair reappointments, etc. are outlined in the recommendations outlined in the Full Proposal

Implications / Risks: All implications are outlined in the attached Full Proposal

Consultations:

1. <u>Institutional Analysis and Planning data</u>. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
2. <u>Current literature</u> on access programming.
3. <u>Financial reports</u>. Costing information was provided from the office of Institutional Analysis and Planning.
4. <u>International student data</u> provided by Ann Yuan.
5. <u>Recent Program Reviews</u> provided for review by Task Force members.
6. <u>Structural comparison with the other four special purpose teaching universities</u> provided by ACA Task Force members.
7. <u>Student input</u> collected and provided by student Task Force members.
8. <u>Report on Continuous Intake</u> provided by Sean Conway.
9. <u>Legislative and Ministry documents</u> including the Adult Education Policy Framework
10. <u>The Learning Centre</u>
11. Select faculty members from the Faculty of ACA
12. <u>Presentations</u> from: Task Force members of the Faculty of ACA

    Dr. Diane Purvey, Dean, Faculty of Arts
    Dr. Betty Worobec, Dean, Faculty of Science & Horticulture
    Dr. Salvador Ferreras, Provost and Vice President, Academic

Attachments:

1. Full Proposal for the Discontinuance of the Faculty of ACA
2. Appendix A - Report of the Senate Task Force on the Discontinuance of the Faculty of Academic and Career Advancement
3. Appendix B - Department of Academic and Career Preparation Proposal: Transitioning from Continuous-Intake (CI) to University Preparatory (UPrep)
4. Appendix C - Department of Academic and Career Preparation Preliminary Proposal: Transitioning from Fundamental English Continuous-Intake to UStart
5. Appendix D – Provost's response to the recommendations of the Senate GV9 Task Force on the Faculty of Academic and Career Advancement and Provost's response to the recommendations from the department of Academic and Career Preparation

Submitted by: *Dr. Salvador Ferreras, Provost and Vice President, Academic*

Date submitted: *May 17, 2019*

KPU Policy GV9 Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement

May 14, 2019

Last February 8, 2019, the Senate Standing Committee on Academic Planning and Priorities' (SSCAPP) approved a motion stating that Senate approves "the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal to be reported in two months for the discontinuance of the FACA as per procedures of Policy GV9. On March 5, 2019, the SSCAPP Provost's Task Force on the Faculty of ACA GV9 proposal was established.

Task Force members consisted of:

- Sean Conway, faculty member, ACP, Faculty of Academic & Career Advancement
- Lynette Manton, faculty member, ELST, Faculty of Academic & Career Advancement
- Teresa Swan, faculty member, APPD, Faculty of Academic & Career Advancement
- Shelley Strimbold, Admin. Coordinator, Faculty of Academic & Career Advancement
- Aysha Haq, Educational Advisor, Faculty of Academic & Career Advancement
- Heidi Dosch, student, Faculty of Business
- Yunyang Tim Liu, student, Faculty of Academic & Career Advancement
- Dr. Robert Dearle, faculty member, English, Faculty of Arts
- Alyson Rozel, faculty member, Math, Faculty of Science & Horticulture
- Ann Yuan, Interim Director, International Recruitment & Admissions
- Zena Mitchell, Registrar
- Dr. Lori McElroy, Executive Director, Institutional Analysis & Planning
- Dr. Steve Cardwell, Associate Vice President, Academic
- Carolyn Robertson, Dean, Wilson School of Design, Chair

The main responsibility of the Task Force was to "consult, solicit, and analyze the data presented by various inputs that will inform a full discussion regarding the advantages or disadvantages of discontinuing the Faculty of ACA". Over a period of seven weeks, the Task Force reviewed and examined a number of different data points and documents, including:

- Institutional Analysis and Planning data. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
- Current literature on access programming.
- Financial reports. Costing information was provided from the office of Institutional Analysis and Planning.
- International student data, provided by Ann Yuan.
- Recent Program Reviews, provided for review by Task Force members.
- Structural comparison with the other four special purpose teaching universities, provided by ACA Task Force members.
- Student input, collected and provided by student Task Force members.

- Report on Continuous Intake, provided by Sean Conway.
- Legislative and Ministry documents, including the Adult Education Policy Framework
- Presentations from:
  - Task Force members of the Faculty of ACA
  - Dr. Diane Purvey, Dean, Faculty of Arts
  - Dr. Betty Worobec, Dean, Faculty of Science & Horticulture
  - Dr. Salvador Ferreras, Provost and Vice President, Academic

In accordance with the policy and following the Task Force consultation process the Provost hereby presents the full proposal for the discontinuance of the Faculty of Academic and Career Advancement to the Senate of the. The Provost respectfully requests that, as per policy GV9, Senate consider the proposal by addressing the academic reasons for and against the discontinuance of the Faculty of Academic and Career Advancement and that Senate make a recommendation to the Board concerning the proposal.

This proposal will present an introductory summary followed by the detailed information on the required specific items outlined in the procedures of Policy GV9.

The following provides a full description of the required information items required by policy procedures GV9 2.d.

List of current Faculties

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

Name of Faculty to be considered for discontinuance

Faculty of Academic and Career Advancement

Academic, reputational, and operational rationale for discontinuance of the Faculty

- To establish more integrated and aligned teaching areas in math, biology, physics and chemistry
- To encourage a more direct connection between preparatory level courses to undergraduate level courses

- To foster a closer interaction of present Academic and Career Preparation faculty with fellow faculty in similar subject/discipline areas in the Faculty of Science and Horticulture
- To create a closer alignment with science lab facilities and personnel serving preparatory and undergraduate courses
- Encouraging a more integrated and inclusive community of practice
- To expand the availability of teaching subjects and courses for present Faculty of ACA faculty members having subject expertise and qualifications in the Faculty of Science and Horticulture
- Possibility of increasing the pool of instructors for the regular undergraduate offerings of the Faculty of Science and Horticulture
- Desire to discontinue the costly delivery model of Continuous Intake as it poses a logistical and financial challenge for the University
- Desire to have our polytechnic university continue to offer developmental programming with a special focus on getting students to enroll in and complete undergraduate programs
- To address the fact that current Continuous Intake students rarely progress to undergraduate courses for any number of reasons
- To address the reality that Fundamental ABE students do not generally progress to undergraduate courses
- Proposal provides the impetus to improve the success rates for students in entry level undergraduate English courses because expertise of English Language Studies and ACP English instructors can be more effective in a more special-focus academic environment
- To maintain stability while the APPD department undertakes major curriculum revisions and a program review
- To support more inclusionary practices for people with disabilities through an improved delivery model and a Senate-approved curriculum
- To align with contemporary educational research on students with disabilities that strongly advocates an integrated approach that is far more inclusive than the present segregated model.
- Realigning courses and programs with undergraduate Faculties presents new opportunities and the potential for greater engagement amongst all faculty.
- Will encourage a more efficient synchronization of core content and competencies to enhance progression to undergraduate programs.
- Realignment offers the opportunity to improve outcomes and provides more enriched opportunities and experiences for students.
- While there may be a variety of reasons why ACA has not been able to meet its developmental targets over the past five years, we remain accountable to government funding and cannot effectively make a case for increased support of adult basic education without a marked improvement in reaching targets even if these have now been lowered by AEST.
- To address the fact that although enrolment has been declining, costs per FTE in the Faculty of ACA have remained high or have increased.
- Proposed changes will enable KPU to move towards an integrated access-to-credential completion system
- To allow the development of new ideas and delivery improvements in science, math and English, under the umbrella of either the newly-named Faculty or the Faculty of Science and Horticulture as applicable.

Detailed plan for realignment of academic departments and/or programs within other Faculties

The GV9 Task Force recommendations were combined with corresponding research, financial modeling, administrative and selected unit consultations and have led to the following motion to be put forward to Senate by the Provost.

That Senate approve a recommendation to the Board of Governors to adopt the recommendations contained in the attached Full GV9 Proposal.

1. That the University retain the governance body of the Faculty of ACA and re-name it to reflect a renewed emphasis on English preparatory studies (i.e. all ELST offerings and ABE English at or beyond the Grade 10 level) and the delivery of the APPD program.
2. That Senate request that the Board of Governors offer suggestions on an appropriate higher profile name for a Faculty focused on English language preparatory development for undergraduate studies and access programming defined as Adult Special Education.
3. That this renamed Faculty contain all the courses and programs presently offered in the ELST department.
4. That this renamed Faculty continue to offer developmental English but only at the undergraduate preparatory level. This would entail nothing is offered below the Grade 10 level.
5. That this renamed Faculty also contain the ACP English preparatory courses also offered at or beyond the Grade 10 level
6. That the department of Academic and Career Preparation be discontinued in favour of a redistribution of the courses into the relevant departments of Math, Biology, Chemistry and Physics within the Faculty of Science and Horticulture
7. That the ABE fundamental level courses cease to be offered by KPU with the exception of those offered under a pre-established arrangement with the Phoenix Drug & Alcohol Recovery & Education Society
8. That the department of Access Program for People with Disabilities remain within the newly named Faculty and that whatever eventual name is assigned to this Faculty reference the access component of the APPD department.
9. That the new and as yet un-named Faculty retain the present Interim Dean of the Faculty of ACA (under its new name) and its present Divisional Business Manager
10. That the un-named Faculty retain the relevant and necessary complement of staff and advisors to support English language development in ELST and ACP English undergraduate preparatory offerings.
11. That the un-named Faculty retain a single department chair to coordinate both ELST and ACP English offerings recognizing this is a workload issue that the employer must deal with directly with the KFA.
12. That the new Faculty Dean initiate labour relations procedures to reassign the relevant and necessary Faculty of ACA staff to support the offerings within the Math, Biology, Chemistry and Physics departments in the Faculty of Science and Horticulture.
13. That the determination of any impact of faculty and staff qualifications on the proposed changes be initiated through discussions with the KFA and BCGEU.

14. That KPU work with the KFA and BCGEU to clarify reporting relationships, seniority, layoff provisions, PD allocation, possible relocation and other operational matters necessary for a smooth transition to this new Faculty and to the Faculty of Science and Horticulture. These discussions will need to conclude prior to the end of September 2019 in order to continue a seamless transition to a newly named Faculty and math/science course distribution into the Faculty of Science and Horticulture

15. That Senate consider whether the GV9 process herein contained can be deemed as sufficient diligence to enable the discontinuance of the ACP department without engaging in a separate process engaging in another GV9 process. The requirements of the discontinuance of a department mirror those of a Faculty. Consequently, the questions, answers and rationale that would remain to be answered regarding a department discontinuance are the same as those for the Faculty as a whole in this particular instance.

16. That former ACP faculty members embedded either in the Faculty of Science and Horticulture or this newly named Faculty build partnerships with the KPU services that already exist such as the Learning Centres, Education Advising, Assessment and Testing, Career Services, Peer Assisted Study Sessions, etc. to identify baseline qualities and qualifications for entry into programs to improve student chances of success.

17. That this transition process begin immediately so as to ensure all elements are in place and implemented in time for the intake of students expected to register in the Fall 2020 term. This will involve changes to the university calendar, scheduling and other timetable matters that will need to be in place far in advance of the Fall 2020 intake. This will also involve proper notification to any personnel being reassigned to the yet-to-be-renamed Faculty or any other Faculties at KPU

18. That the relevant operational and salary budget to support the present ACP courses in Math, Biology, Chemistry and Physics be reallocated to the Faculty of Science and Horticulture

19. That the relevant operational and salary budget to support ABE English courses presently offered by the ACP department remain with the new Faculty

20. That the relevant operational and salary budget to support the APPD program remain with this newly-renamed Faculty.

21. That any ACA faculty members reassigned to the new Faculty or to the Faculty of Science and Horticulture be assured of the opportunity to put forth their candidacy for Senate from the Faculty to which they would then report.

22. That Senate consider the inclusion of a sub-committee on Developmental Programming and Access within the present Senate Standing Committee on Teaching and Learning

23. That closer associations with the Learning Centres and the Teaching and Learning Commons and all relevant Faculties be established to support undergraduate preparation and success

24. That KPU immediately engage in discussions with local School Districts to offer viable alternatives to students who may be displaced by the discontinuance of Fundamental ABE levels

25. That KPU's Continuous Intake delivery model be discontinued as of September 2020 with the exception of the separately established Phoenix Drug & Alcohol Recovery & Education Society courses

26. That KPU formalize an official mandate and scope regarding developmental education and that this formal position guide future planning and inform educational practices

Detailed assessment of the impact on students, staffing, facilities, operating and capital budgets as a result of the discontinuance of the Faculty.

- Students not enrolled in Continuous Intake sections will not be affected by the change of reporting relationship of the ACP/ELST departments as they will continue to take the same types of courses offered in a newly named Faculty.
- KPU will work with faculty and staff to ensure that students presently enrolled in Fundamental level courses will be offered alternative opportunities with local partner School districts offering ABE within our region.
- Students enrolled in Continuous Intake will have the option to enroll in newly proposed fixed-intake courses
- Students in Continuous Intake and Fundamental level ABE sections (except those participating in our partnership with the Phoenix Drug & Alcohol Recovery & Education Society courses) will be given ample notice that this mode of delivery will be phased out. Students enrolled in this mode will be informed that no further sections of Continuous Intake or Fundamental level ABE will be delivered after a precise date and that students in process of completion will have a deadline by which to either complete their work or consult an advisor to explore options to complete their work.
- Prospective students in all undergraduate preparatory courses will have the opportunity to make connections with a wider community of faculty, instructional associates and undergraduate students in similar discipline areas.
- Students will know they belong to an academic upgrading Faculty focused on getting them into undergraduate studies.
- Staffing assignments will be reallocated to the areas where they can best serve student success and program/course support. Depending on the eventual distribution of the departments and offerings, staff may experience some change of reporting and/or location. These potential changes of work location will be duly notified to affected staff members as per regular collective agreement processes.
- Facilities are not expected to be affected by this proposed change as classes will still need to be delivered in the same types of classrooms within our collective KPU classroom inventory.
- Implementation of the proposed realignment may prompt a re-examination of selected Faculty room regions for timetabling purposes.
- Operating and capital budgets will be proportionally redistributed to support delivery in the various Faculties hosting the sections.
- KPU anticipates savings will result from the transitioning of ABE Continuous Intake into a semester-based model.
- There will be minimal impact to shared services as the number of services required to support faculty, staff and students are expected to remain the same.
- Administrative units will continue to resolve matters relating to program marketing and website changes, advertising materials, calendar updates, course code changes, transcript notations and the awarding of credentials until any approved renaming and restructuring of the newly renamed Faculty is in effect and the necessary arrangements with the Faculty of Science and Horticulture regarding preparatory math and science courses are complete.

- KPU also anticipates an improvement of scheduling and space utilization as a result of the adoption of a more integrated approach to scheduling of classes, labs and innovative classrooms and other spaces.

Detailed assessment of the impact on the existing Faculties and Departments resulting from the discontinuance of the Faculty.

- The GV9 Task Force that has informed this full proposal has affirmed that "going through the GV9 process allowed the Faculty to examine its shared commitment and values related to student success and to strengthen current programming that will enhance our Faculty and benefit KPU"
- The FSH has expressed continued interest in welcoming the addition of math, biology, chemistry and physics instructors from the ACP department. Depending on the level of qualifications, these instructors may also have the opportunity to be offered teaching assignments in other FSH undergraduate courses.
- A fully dedicated Faculty focused on English language development will raise the profile of this area and present opportunities to develop other non-developmental but career-oriented English language training through revenue-generating means such as non-credential courses, intensive summer workshops for domestic and international learners or innovative micro-credential offerings.
- The Faculty of Science and Horticulture will have the opportunity to avail themselves of a larger group of potential Senators and other governance representatives. The newly renamed Faculty will continue to have their representatives on Senate.
- Financial Services will work with the respective Deans and relevant Faculties to ensure budget allocations reflect a proportionate share of any reallocated load resulting from the approval of this proposal. This would include, upon consultation with the KFA, time-releases or allocations for Department Heads/Coordinators.
- For any faculty members whose work will be in another Faculty other than the newly named Faculty of ACA, PD allocations would be handled by the PD committee of that discipline within the respective Faculty. This may require some adjustments to the PD groupings of individual faculty members. PD, as an element of the Collective Agreement, will remain in effect and fully supported as is the present case. Any proposed changes will be discussed and agreed to with the KFA.

Proposed effective date.

September 1, 2020.

Departments and governance groups consulted to date:

- Faculty of Academic and Career Advancement general information meeting
- English Language Studies department
- Access Program for Persons with Disabilities Department
- Academic and Career Preparation department
- Polytechnic University Executive
- Academic Council

- Dean of Faculty of ACA
- Dean of Faculty of Arts
- Dean of Faculty of Science and Horticulture
- University Registrar
- The Learning Centre
- Institutional Analysis and Planning
- Faculty Council Faculty of Academic Career and Advancement
- KPU Senate
- KPU Senate-appointed Task Force on the GV9 Proposal to Discontinue the Faculty of ACA
- KPU Board of Governors
- BC Teaching University Vice Presidents
- Associate Vice Presidents, Vice Provosts
- Ministry of Advanced Education, Skills and Training through Deputy Minister and relevant staff member briefing

What will the newly named Faculty of ACA comprise?

Faculty of …..(new name TBD)

- ELST and ACP English course offerings
- Access Program for People with Disabilities department
- Dean
- Divisional Business Manager
- Staff necessary to support these specific programs

What will happen to ACP department?

- All science and math offerings will be absorbed into the Faculty of Science and Horticulture
- All ACP English courses will reside in the newly named Faculty
- The offerings of the former ACP English will be offered within the larger ELST department
- All PD groupings will be re-assigned to reside in their most logical location by subject expertise as per the Collective Agreement and discussions with the KFA
- All ACP science and math faculty members will be able to participate as Senators within the FSH.
- All ACP English members will be able to participate as Senators within the newly-named Faculty
- The department of ACP will be discontinued
- Selected former ACA staff members may be reassigned to support FSH undergraduate preparatory studies

MEMORANDUM

TO:	**Dr. Salvador Ferreras**
	Provost & Vice President, Academic
CC:	**SSCAPP Task Force on the Provost's ACA GV9 Proposal Members**
FROM:	**Carolyn Robertson**
	Dean, Wilson School of Design
	Chair, SSCAPP Task Force on the Provost's ACA GV9 Proposal
DATE:	**April 16, 2019**
SUBJECT:	**Recommendations from the GV9 Task Force**

As per the Senate Standing Committee on Academic Planning and Priorities' (SSCAPP) motion on February 8, 2019 that Senate approves "the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal to be reported in two months for the discontinuance of the FACA as per procedures of Policy GV9", the SSCAPP Task Force on the Provost's ACA GV9 Proposal was established on Tuesday, March 5th, 2019. Membership, consisted of:

- Sean Conway, faculty member, ACP, Faculty of Academic & Career Advancement
- Lynette Manton, faculty member, ELST, Faculty of Academic & Career Advancement
- Teresa Swan, faculty member, APPD, Faculty of Academic & Career Advancement
- Shelley Strimbold, Admin. Coordinator, Faculty of Academic & Career Advancement
- Aysha Haq, Educational Advisor, Faculty of Academic & Career Advancement
- Heidi Dosch, student, Faculty of Business
- Yunyang Tim Liu, student, Faculty of Academic & Career Advancement
- Robert Dearle, faculty member, English, Faculty of Arts
- Allyson Rozel, faculty member, Math, Faculty of Science & Horticulture
- Ann Yuan, Interim Director, International Recruitment & Admissions
- Zena Mitchell, Registrar
- Lori McElroy, Executive Director, Institutional Analysis & Planning
- Steve Cardwell, Associate Vice President, Academic
- Carolyn Robertson, Dean, Wilson School of Design, Chair

The main responsibility of the Task Force was to "consult, solicit, and analyze the data presented by

various inputs that will inform a full discussion regarding the advantages or disadvantages of discontinuing the Faculty of ACA" (Terms of Reference, p. 1). Over a period of seven weeks, the Task Force reviewed and examined a number of different data points and documents, including:

- Institutional Analysis and Planning data. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
- Current literature on access programming.
- Financial reports. Budget information was provided from Financial Services.
- International student data, provided by Ann Yuan.
- Recent Program Reviews, provided for review by Task Force members.
- Structural comparison with the other four special purpose teaching universities, provided by ACA Task Force members.
- Student input, provided by student Task Force members.
- Report on Continuous Intake, provided by Sean Conway.
- Legislative and Ministry documents, including the Adult Education Policy Framework
- Presentations from:
    - Task Force members of the Faculty of ACA
    - Diane Purvey, Dean, Faculty of Arts
    - Betty Worobec, Dean, Faculty of Science & Horticulture
    - Salvador Ferreras, Provost and Vice President, Academic

In order to assist in evaluating options and recommendations, the Task Force developed the following list of Guiding Principles:

- Valuing for all students
- Quality Services for students
- Quality Supports for students
- Quality programming to students – curricular support
- Quality student experience
- Success for students
- Access and transitions that are easy for students
- Financial Sustainability
- Input from stakeholders
- Voice in Governance (Senate Standing Committee on Developmental Education)
- Enhancing the alignment of programming

After careful consideration, the GV9 Task Force **recommends the continuance of the Faculty of Career and Advancement with its current departments: English Language Studies (ELST), Academic and Career Preparation (ACP), and Access Programs for People with Disabilities (APPD).** In their support of this recommendation, the faculty, staff, and student representatives from ACA felt that this allows for "a centralized and coordinated structure for developmental education that includes current leadership's knowledge of ACA programs and well established working relationships with faculty of ACA, Administration, and across the institution (ACA Response to Advantages and Disadvantages, p.1)".

As agreed by the full Task Force, "going through the GV9 process allowed the Faculty to examine their

shared commitment and values related to student success and to strengthen current programing that will enhance our Faculty and benefit KPU (ACA Response to Advantages and Disadvantages, p.1)". As such, the following actions/initiatives/opportunities are recommended:

a) That Continuous Intake programming be discontinued as of September 2020, with the exception of the Continuous Intake program offered at the Phoenix Addiction Recovery Centre. (The ACP group will be submitting a more fulsome proposal for ACP programming and delivery to the Provost by April 17th, 2019 that includes this recommendation.)

b) That KPU's mandate and the scope of fundamental education it can sustainably offer be formally established and that KPU engage with the local school districts to offer viable alternatives to those students displaced by a discontinuance of Fundamental level Adult Basic Education.

c) The establishment of a revitalized and cohesive ACA Vision and Academic Plan that identifies specific strategies to support both student access and student success and address current challenges (DFW rates, enrolments, attrition, barriers for students, etc.). This Plan may also "consider the role of the Faculty within the institution and explore an expanded vision embedded within the principles of access and inclusion. A name change may be a result (ACA Response to Advantages and Disadvantages, p.3)".

d) That a Senate Standing Committee on Developmental Programming and Access be established to ensure integrated planning of curriculum, supports, and services for all students transitioning to and within KPU.

e) Through the establishment of discipline specific working groups, that greater communication and collaboration occur between departments in ACA and across Faculties to align curriculum within disciplines (ex., APC English and Faculty of Arts English) and ensure smooth student transition and progression through their developmental, Pathway, and UG courses. These working groups would report up to the Senate Standing Committee as above. This would not only ensure alignment but create the opportunity to identify emerging needs, gaps, and new possibilities. It would also provide the opportunity to share vision, practices, and resources.

f) That a shared understanding of developmental targets and funding be established across the Faculty of ACA to assist in the identification of strategies to fulfill them.

g) That closer associations with the Learning Centres and Teaching & Learning be established to support best practices and student success, as well as with the Future Students' Office to support students in their application and registration processes (also applicable to all other Faculties).

h) That APPD's implementation of more inclusionary practices and department structures as per its Program Review proceed.

i) That mandatory advising be examined for some or all ACA students

APPENDIX B

Department of Academic and Career Preparation Proposal:
Transitioning from Continuous-Intake (CI) to University Preparatory (UPrep)

ACP's Continuous-Intake Courses: Successes and Challenges

KPU's recent drive toward integrated resource planning and ongoing financial and academic sustainability has highlighted courses taught in the Continuous-Intake (CI) mode as a source of concern. CI is a mode of delivery used to teach preparatory math and English courses to students at a very wide range of levels—from Fundamental to the Intermediate and Advanced levels—with a wide range of educational and personal goals: to find employment, to transfer to another post-secondary institution, to receive their Adult Graduation Diploma, to enter a program at KPU, or simply to further their education. This mode of delivery also allows students to begin and end their studies at any point in an academic year. The benefit of CI courses is that they serve students at wide range of skill level with different educational goals, they allow for student-centered and individualized learning options, and they have flexible enrollment and completion dates.

Nonetheless, these courses pose several challenges for our institution:

i. **Delivery Mode:** CI's delivery mode, though student-centered and flexible, is administratively complicated.
ii. **Tracking Student Progress:** Student progress can be difficult to track as students begin and end their studies at various points in an academic year and courses can take more than one semester to complete.
iii. **Completion:** When student success is defined by completion of a course at the end of a semester rather than by the achievement of a personal educational goal, then completion rates in CI appear to be problematic.
iv. **University Transfer:** as in (iii), above, when student success is defined by the transition to Undergraduate Studies rather than by the achievement of a personal education goal, student success rates in CI appear to be problematic, particularly when students taking CI may enroll without planning to pursue further studies at KPU.

Proposal: Transitioning from CI to UPrep

To align the benefits of CI courses—the self-paced, individualized mode of learning and serving students at different skill levels—with KPU's administrative structure and its need to ensure program success and sustainability, ACP proposes a new model of delivery: University Preparatory (UPrep) English and Math.

By September 2020, ACP will no longer offer CI English courses and will replace these with University Preparatory (UPrep) English classes.[1] UPrep English classes will be fixed-semester, multi-level classes that offer two types of courses: 1) workshop courses, which will assist students needing additional support to improve their reading and writing skills prior to and/or while they are enrolled in other courses; and 2) fixed-semester, individually-paced versions of ACP English courses.

UPrep English workshop courses will be supplemental to existing ACP English Pathway courses, so student progression will be based on successful completion of these Pathway courses. Unlike workshop courses that are instructor-led, UPrep workshop courses will be student-centred and individualized, so students will work on learning objectives that are relevant to the particular skills they need to develop. These courses will serve students who need ongoing and comprehensive support to succeed in their other classes. Currently, many students in fixed-intake English courses need and use CI for extra support since they enter KPU with weak reading and writing skills. These underprepared students would still be able to access this support in UPrep classes. With this comprehensive skill development and support, these students are more likely to succeed in their fixed-intake ACP English courses and their undergraduate KPU courses.

UPrep English classes will also include the option to enroll in fixed-semester, individually-paced versions of some ACP English courses. For example, if a section of ENGQ 1089 is full, some students may choose to enroll in UPrep version of this class. Since ENGQ 1089 is at Step 2 on KPU's Pathway, students who are enrolled in this class can also take selected KPU undergraduate courses. Currently, CI courses are not on KPU's Pathway, so a student taking an Advanced level CI course, equivalent to ENGQ 1089, is not able to enroll in Step 2 KPU Pathway undergraduate courses.

For UPrep English classes, we propose a 10-week, 2x2 format for these courses (each UPrep course being a 3-credit course that includes 40 hours of instruction), and, if possible, they would begin in the 2nd or 3rd week of each academic semester. This structure would allow ACP English instructors to recommend appropriate students into a UPrep English workshop class after evaluating the student writing diagnostics that are administered in the first week of their ACP English courses. Also, if a section of an ACP English course is cancelled due to low enrollment, these students can still enroll in a self-paced version of this course in a UPrep class. This format would retain some of the flexibility in terms of enrollment of Continuous Intake courses while still being on a semester system.

By ensuring all ACP courses are on a taught and scheduled on the regular academic semester, administrative concerns, completion rates, and progression rates will all be addressed. The fixed-term semester structure would ensure that course repeats were limited in the same way

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[1] However, CI courses will still be offered at off-site locations (like Phoenix) or through community partners.

that they are for all other KPU courses, and each student would receive a grade at the end of each semester.

Similarly, by September 2020, ACP will no longer offer CI Math courses and will replace these courses with University Preparatory (UPrep) Math classes. Each UPrep Math class will offer fixed-semester, individually-paced courses (3 x 2 hours per week) at the pre-intermediate, intermediate, and advanced levels. UPrep Math will be on a standard academic semester, with a fixed start date and end date, and grades will be entered at the end of each term. UPrep math courses can also be offered in a hybrid model using ALEKS.

ACP math/science will also develop Individualized Student Assistance Labs on each campus, similar to the Mathematics Assistance Centre, where students can work in small groups and individually on lab assignments assigned in their fixed-semester courses in math, physics, and biology. Study skills and learning strategies would also be integrated into these labs. Students would not need to register for these Labs, but students needing additional support can register for relevant UPrep Math courses.

For students, for faculty, and administratively, UPrep is a far simpler system since students can enroll for UPrep courses online like any other KPU course, and every student will receive a grade at the end of each semester. Also, it is far easier to see the demand for these courses since students can enroll online and a waiting list can be more easily generated. In addition, it is easier for KPU and ACP faculty to evaluate the effectiveness of UPrep courses since success rates can be more easily gathered and analyzed.

Other Initiatives

To offset the potential enrolment decline from the discontinuance of CI courses, ACP will partner with FSO and connect with regional high schools to begin offering ACP math and English assessments directly at high schools.

In addition, drawing on the expertise of ACP faculty who have been involved in micro-credentialing, computer-assisted learning, and online learning initiatives, ACP will create a sub-committee to explore ways to integrate micro-credentialing, hybrid learning, and competency-based education into math and English UPrep classes, with a focus on aligning with KPU's initiatives on Open Learning. Should successful models be developed, the sub-committee will apply for funding from the Irving K. Barber Endowment to assist in implementing these into UPrep classes. UPrep workshop courses will also draw on resources like Skip Downing's *On Course*: *Strategies for Creating Success in College and Life,* and their curriculum will include learning objectives that help ensure student success.

An additional ACP sub-committee will review our course offerings at the fundamental levels of English to explore to what degree these can be integrated into the UPrep model and will also explore alternative and sustainable models of delivery for courses at these levels, particularly for regions where this level of programming is not being offered or not sufficiently offered. One

alternative model, for example, is Washington's [Integrated Digital English Acceleration](#) (I-DEA) program, based on its [Integrated Skills and Basic Training](#) (I-BEST) program. I-DEA is a modular program that integrates online learning with instructor and peer support and serves as a complement to the I-BEST program. A similar program at KPU could serve as an entryway into other ACP English courses and undergraduate or vocational studies.

Summary

The UPrep model will:

1) Be simpler to administer
2) Allow for easier tracking of student success and progression rates
3) Improve capacity with delayed semester start for UPrep English classes
4) Increase under-grad course registration since many UPrep students will be at Step 2 or 3 on KPU's Pathway (and are therefore eligible to take undergraduate courses)
5) Allow for the same intake system (e.g. recommendation through ACP Assessments or through an academic advisor)
6) Offer continued support for ACP and other KPU students
7) Develop student success skills to improve success and retention
8) Integrate hybrid learning, micro-credentialing, and competency-based education

The UPrep model of delivery will have an implementation target of Fall 2020, and during this transition period, ACP will a) complete its program review and examine all possible issues reflected in this proposal, b) explore innovative and successful developmental education initiatives that could be integrated into UPrep classes, c) develop new UPrep classes to replace CI, and d) ensure administrative practices at KPU align with the new proposal.

Overall, ACP's new UPrep classes will retain the student-centred focus alongside some of the benefits of a self-paced structure, but in a simpler, more sustainable, and more effective model for KPU.

Appendix C

Department of Academic and Career Preparation Preliminary Proposal: Transitioning from Fundamental English Continuous-Intake to UStart

To provide a sustainable and effective mode of delivery for Fundamental Adult Basic Education English courses at KPU, ACP proposes an alternative to our current Fundamental Continuous Intake (CI) English courses: UStart, an accelerated English class offered at the Surrey campus that allows a selective cohort of students at the Fundamental level the opportunity to more quickly complete their preparatory English studies and move on to further studies at KPU.

Currently, Fundamental English courses at KPU are offered within multi-level Continuous Intake classes that also include courses at the Intermediate and Advanced level. In CI, there are three Fundamental levels of English (with two or three courses per level) currently offered, each of which may take more than one semester for students to successfully compete. Instead, UStart would accommodate students at the upper-Fundamental level and would only offer three semester-based, graded (not Mastery-based) English courses, which can allow students to complete their preparatory studies in UStart in only 1-3 semesters.

Students eligible to enroll in UStart would be required to attend as ½ time students—e.g. 12 hours a week. Class time would include individual work on learning modules, small group instruction, and extensive one-on-one work with the instructor. Computer-assisted learning and Competency-Based Education and micro-credentialing/badging can also be integrated into these classes. Outside of class time, students would work on take-home and online resources, like Open Educational Resources (OERs) and Moodle-based assignments. At the end of each semester, students would be given a letter grade, and students who do not successfully progress to the next level after their 2nd attempt, would be blocked from re-enrolling. Students would be able to register online, as with most other KPU courses, and waiting lists for these courses can be more easily created and managed.

Depending on their level, some students may complete their entire UStart studies in one semester. By focusing UStart on upper-level Fundamental students and by requiring that students who enroll in the program commit to ½ time studies and the additional requirements of the course will allow students in this program to progress more quickly than in current Fundamental CI English courses. UStart will also draw on best practices employed at successful accelerated developmental programs, like the Reading/Writing Accelerated Program at Chabot College, the Accelerated Learning Program (ALP) at the Community College of Baltimore County, and the City University of New York's (CUNY) Start program. [1]

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[1] See "Three Accelerated Developmental Education Programs: Features, Student Outcomes, and Implications"

Students who are below the level required for eligibility for UStart, or students who are not able to commit to the program requirements, would be recommended into regional community literacy programs. Students assessed at the Langley or Richmond campuses who are eligible for UStart would need to attend the UStart class in Surrey (e.g. using the intercampus shuttle).

As with the UPrep model, by ensuring all UStart courses are on a taught and scheduled on the regular academic semester, administrative concerns, completion rates, and progression rates will all be addressed. Also, the more focused cohort of students that UStart enrolls will allow for a more sustainable program. For students, for faculty, and administratively, UStart is a far simpler system since students can enroll for these courses online, every student will receive a grade at the end of each semester, course repeats will be limited, and it will be easier for KPU and ACP faculty to evaluate the effectiveness of UStart courses since success rates can be more easily gathered and analyzed.

Summary

The UStart model will:

1) Be simpler to administer
2) Allow for easier tracking of student success and progression rates
3) Allow KPU to continue to offer Fundamental English classes in a sustainable and effective program
4) Integrate best practices of successful accelerated developmental programs
5) Integrate hybrid learning, micro-credentialing, and competency-based education

UStart will have an implementation target of Fall 2020, and during this transition period, ACP will a) complete its program review and examine all possible issues reflected in this proposal, b) further explore innovative and successful accelerated developmental education initiatives that could be integrated into UStart, c) develop new UStart courses to replace Fundamental CI English courses, and d) ensure administrative practices at KPU align with the new proposal.

Overall, ACP's new UStart class will retain the student-centred focus alongside some of the benefits of a self-paced structure, but in a simpler, more sustainable, and more effective model for KPU.

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by Shanna Smith Jaggars, Michelle Hodara, Sung-Woo Cho & Di Xu (*Community College Review* 2015, Vol. 43(1) 3–26) for an analysis of the benefits of accelerated developmental programs.

Appendix D

The following response table has been developed by the Provost in order to respond to requests by Senators speaking on behalf and as advocates for the Faculty of Academic and Career Advancement.

In the interest of full transparency, the Provost respectfully submits this table outlining the recommendations of the GV9 Task Force and the ACP department (pursuant to proposals about UPrep and UStart) that were integrated into the Full Proposal as well as those that were not accepted. The appendices attached to the GV9 ACA Full Proposal include the full text of the GV9 Task Force recommendations (Appendix A) and this table.

GV9 Task Force recommendations	Provost responses
The GV9 Task Force recommends the continuance of the Faculty of Career and Advancement with its current departments: English Language Studies (ELST), Academic and Career Preparation (ACP), and Access Programs for People with Disabilities (APPD).	In the GV9 ACA Full Proposal the Provost recommends that the Faculty of ACA be discontinued and instead be re-named as a new Faculty that will oversee the delivery of all English preparatory studies (i.e. all ELST offerings and ABE English at or beyond the Grade 10 level) and the delivery of the APPD program.
That Continuous Intake programming be discontinued as of September 2020 with the exception of the Continuous Intake program offered at the Phoenix Drug & Alcohol Recovery & Education Society	Administration recommends this item be accepted as indicated.
That KPU's mandate and the scope of fundamental education it can sustainably offer be formally established and that KPU engage with the local school districts to offer viable alternatives to those students displaced by a discontinuance of Fundamental level Adult Basic Education.	This item contains two different proposals. Regarding the first one, we believe there is a case for adopting a more formal definition of our mandate and scope as regards developmental education. This item has been highlighted in the full GV9 proposal. The second item has also been addressed in the full GV9 proposal but separate from the mandate issue.

The establishment of a revitalized and cohesive ACA Vision and Academic Plan that identifies specific strategies to support both student access and student success and address current challenges (DFW rates, enrolments, attrition, barriers for students, etc.). This Plan may also "consider the role of the Faculty within the institution and explore an expanded vision embedded within the principles of access and inclusion. A name change may be a result (ACA Response to Advantages and Disadvantages, p.3)".	This is an internal matter than is best addressed at a future date once Senate and the Board of Governors has considered the full GV9 proposal. The name change issue is a prominent feature of the GV9 full proposal.
That a Senate Standing Committee on Developmental Programming and Access be established to ensure integrated planning of curriculum, supports, and services for all students transitioning to and within KPU.	After some discussion the Provost recommends that the Senate Standing Committee on Teaching and Learning establish a subcommittee on Developmental Programming and Access rather than create a whole new Senate Standing committee
Through the establishment of discipline specific working groups, that greater communication and collaboration occur between departments in ACA and across Faculties to align curriculum within disciplines (ex., APC English and Faculty of Arts English) and ensure smooth student transition and progression through their developmental, Pathway, and UG courses. These working groups would report up to the Senate Standing Committee as above. This would not only ensure alignment but create the opportunity to identify emerging needs, gaps, and new possibilities. It would also provide the opportunity to share vision, practices, and resources.	The Provost believes that this is a desirable outcome for any Faculty and that this recommendation is a valid teaching and learning argument regardless of the outcome of the GV9 process.
That a shared understanding of developmental targets and funding be established across the Faculty of ACA to assist in the identification of strategies to fulfill them.	Again, this is not an item that needs to be included in the recommendations on GV9. The targets have been set and have been informed to all involved. No further action need be taken other than to ensure KPU meets those targets. It will be up to the Faculties that deliver any form

	of preparatory courses to work with marketing and recruitment to meet the targets.
That closer associations with the Learning Centres and Teaching & Learning be established to support best practices and student success, as well as with the Future Students' Office to support students in their application and registration processes (also applicable to all other Faculties).	The first part of this recommendation is included in the full proposal. The second part, dealing with the Future Student's Office is going to be an integral part of a much more substantial enrolment plan for KPU that is about to be launched. Therefore, this second section of the recommendation is not included in the full proposal.
That APPD's implementation of more inclusionary practices and department structures as per its Program Review proceed.	This has not been included in the full proposal although the notion of more inclusionary practices consistent with sectoral best practices has been outlined in the full proposal.
That mandatory advising be examined for some or all ACA students	This has not been included in the full proposal as it does not directly pertain to the issues being addressed by GV9

ACP recommendations	Provost responses
ACP proposes a new model of delivery: University Preparatory (UPrep) English and Math	The general response from the Provost to the entire ACP new proposal on UPrep and the corresponding UStart concepts is that some of these ideas are worth considering and possibly piloting. That being said, these are delivery tactics that should be considered by the relevant departments or Faculty Councils within the newly proposed Faculty outlined in the GV9-ACA Full Proposal.
By September 2020 ACP will no longer offer CI English classes and replace those with a) workshop courses and b) fixed-intake individually paced versions of ACP English	The Provost agrees fully that KPU must discontinue the delivery of ABE courses in the Continuous Intake mode (except for the delivery at the Phoenix Addiction and Recovery Centre) and that any ABE courses should only be offered in the fixed-intake model. The Provost also agrees with the recommendation of the Task Force and ACP advocates that KPU should only deliver ABE starting at the Grade 10 level.
UPrep English will be supplemental to existing ACP English Pathway courses	This will eventually need to be first an internal departmental discussion followed by a Senate S2C2 discussion and is outside the purview of this GV9 discussion. This will most likely require a reallocation of present workloads and budget within the new Faculty.
UPrep English classes will also include the option to enroll in fixed-intake, individually paced ACP English courses	Same as above
For UPrep English classes these will be offered in a 10-week, 2x2 format. These will be 3-credit courses, 40 hours of instruction. Changing to regular scheduled timetables will address administrative concerns, completion rates and progression rates	Same as above

As of September 2020, ACP will no longer offer CI Math courses and will replace these with UPrep Math courses offered in fixed-intake, individually paced courses at the pre-intermediate, intermediate and advanced levels	This is a discussion that will need to take place within the Faculty of Science and Horticulture, Math Department should Senate recommend the Full Proposal to the Board and the Board approves the proposed changes. This may also need to be reviewed by the KPU Quantitative Committee.
For UPrep Math these will be offered in 3 x 2 format	Same as above.
ACP math/science will also develop Individualized Student Assistance Labs on each campus similar to the Mathematics Assistance Centre	Discussion with FSH if proposal approved by the Board of Governors (BoG).
Should successful models de developed, the sub-committee will apply for funding from the Irving K. Barber Endowment to assist in implementing UPrep classes.	The Provost reminds the ACP department that any application to this Barber Endowment Fund must be done through the KPU Foundation and not directly to the Barber Fund.
UPrep is a far simpler system	This seems to be the case, but finer details need to be defined and communicated.
ACP will partner with FSO to offer ACP math and English assessments directly at high schools.	If the BoG approves the GV9 Full Proposal this idea will need to be pursued by the respective departments. This is not a governance issue that relates to GV9.
ACP will explore ways to integrate micro-credentialing, hybrid learning, and competency-based education into Math and English	The exploration of micro-credentials, hybrid learning and competency-based education is a much larger discussion that will take place across the University as a whole.
An additional ACP sub-committee will review course offerings at the fundamental levels of English to explore to what degree these can be integrated into the UPrep model	This is a departmental issue outside the scope of GV9.
Department of ACP preliminary proposal: Transitioning from Fundamental English to UStart	The Provost greatly appreciates the amount of work and dedication that went into this preliminary conception of an alternate delivery

	model for Fundamental English to the proposed UStart model.
	The proposal poses interesting developments some of which are certainly worthy of further discussion both within the department that would deliver English preparatory studies as well as within the Dean and Financial Services offices.
ACP proposes an alternative to KPU's current Fundamental Continuous intake English courses, namely an accelerated English class, titled UStart offered at the Surrey campus	Interesting concept assuming it is consistent with the Task Force recommendation that any new ABE-type delivery be limited to Grade 10 level or above.
UStart would accommodate students at the upper-Fundamental level and would only offer three semester-based, graded English courses.	This is not consistent with the Task Force recommendations nor with the direction suggested by the Provost.
Class time would include individual work on learning modules, small group instruction, and extensive one-on-one work with the instructor	This sounds remarkably like what the Provost understands the Continuous Intake class experience
By focusing UStart on upper-level Fundamental and requiring ½ time studies will allow students to progress more quickly drawing on best practices in accelerated developmental programs in North America.	The notion of this ½ time studies has workload implications that remain to be identified and costed.
Students not able to commit to the program requirements would be recommended to regional community literacy programs.	This is precisely what the Provost has, for the past several months, been recommending for all ABE Continuous Intake students not able to transition to fixed intake
By ensuring all UStart courses are taught and scheduled on the regular academic semester, administrative concerns, completion rates and progression rates will also be addressed.	While this seems to be logically reasonable, the mere change to a regular semester will not of and by itself ensure more positive progression and completion rates. There may be further teaching and learning principles and practices that may need to be examined, incorporated and revised.

The UStart model will:	1. Whatever elements are applicable to Grade 10 and beyond do look like they may be easier to administer.
1. Be simpler to administer 2. Allow of easier tracking of student success and progression rates 3. Allow KPU to offer Fundamental English in a sustainable and effective program 4. Integrate best practices of successful accelerated developmental programs 5. Integrate hybrid learning, micro-credentialing and competency-based education	2. This is a positive development 3. The Task Force and the Provost are not inclined to continue offering any ABE below the Grade 10 level 4. Always a good approach and consistent with our Teaching and Learning advocacy 5. These are distinct University-wide initiatives that will be raised and discussed in a much larger forum through Faculty Councils, Dean's offices and Senate. This is quite outside the purview of the GV9 process. 6. Speaking generally, these items while of utmost importance, fail to say anything about student success and how they will enable that.
Implementation-Fall 2020 During this transition period ACP will complete its program review, further explore innovative and successful accelerated developmental education initiatives, develop new UStart courses and ensure administrative practices at KPU align with the new proposal	The Provost agrees with this timeline provided any suggested course development and delivery is processed through the respective curriculum, AP& P and Faculty Council governance processes. If the Board of Governors approves a May 27th Senate-endorsed GV9 ACA Full Proposal, any further development within this conception of UStart will take place either within the newly named Faculty (in the case of any ABE English courses) or within the Faculty of Science and Horticulture as per the GV9 proposal.

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#6.2**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Jon Harding / Salvador Ferreras**

Agenda Item: **RFP for KPU Student Support Program**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors approve a multi-year funding up to $285,000 per annum, for the development of a 24/7 Student Support Program as recommended by the Board Finance Committee.**

Board Committee Report:
At its meeting held on June 18 2019, the Board Finance Committee approved the RFP for KPU Student Support Program for recommendation to the Board of Governors.

Context & Background:
In addition to the increasing demand for mental health support among post-secondary students, there is growing demand for these services outside of regular business hours. This is driven by several factors including increased awareness of mental health issues, the fact that distress can occur at any time, and the nature of student schedules. To meet this demand and support students, KPU is looking to partner with a vendor to provide 24/7 mental health support. In addition to optimizing our existing resources, this model will increase our ability to respond to student distress and crisis in a timely and flexible manner. Furthermore, KPU is looking for a vendor that can partner with existing campus services to enhance triage and referral, increase continuity of care, support multiple ways of accessing help (including mobile apps), and offer support services in multiple languages.

Key Messages:
1. **The funding for a KPU Student Support Program was approved in the FY19/20 University budget, however, as the contract is multi-year and the value exceeds $200,000, funding will require Board approval.**

Resource Requirements:
Funding requirements of up to $285,000 per annum, and allocation of staff resources as necessary.

Implications / Risks: N/A

Consultations: N/A

Attachments: *N/A*

Submitted by: Jon Harding, Vice President, Finance & Administration

Date submitted: *June 19, 2019*

	Board of Governors	**Regular Meeting**
	Agenda Item:	#7.2
	Meeting Date:	June 26, 2019
	Presenter(s):	Lori McElroy

Agenda Item: **Accountability Plan & Report: 2018/2019**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**That the Board of Governors approve the Accountability Plan & Report: 2018/2019 for submission to the Ministry of Advanced Education, Skills and Training as recommended by the Board Governance Committee.**

Board Committee Report:	At its meeting held on June 12, 2019, the Board Governance Committee approved the draft Accountability Plan & Report: 2018/19 for recommendation to the Board of Governors.
Context & Background:	The Institutional Accountability Plan and Report is an annual report that fulfills the requirement of public sector organizations to operate under the Taxpayer Accountability Principles and to meet the requirements of the Ministry's Accountability Framework. The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold: • To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and • To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development. The Ministry provides minimum reporting requirements, which KPU's draft meets and exceeds. The report begins with a public letter to the Minister signed by both the Chair of the Board of Governors and the President (to be completed later). The report includes KPU`s strategic direction and performance measure results along with contextual information to describe KPU's role in providing services to their students and communities. All reports are posted on AEST's website, and KPU will post it's on the KPU website once we receive Ministry approval, likely in October.

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#7.2**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Lori McElroy**

Key Messages:

1. **The report must be approved by the Board of Governors prior to submission to the Ministry of Advanced Education, Skills and Training. It must be submitted to AEST by July 15.**

2. **The Draft Accountability Plan & Report for 2018/19 is attached. This will be finalized as additional information becomes available.**

3. **The Report is complete except for the Accountability Statement (a draft is under review**

Resource Requirements: N/A

Implications / Risks: Failing to submit the Accountability Report to AEST by July 15, 2019, will have a negative impact on our reputation with the Ministry.

Consultations: The content of this report was developed in consultation with various KPU employees to ensure relevant and useful information is included. Deans provided the content for the profiles of their Faculties. Marketing developed the cover and provided photos for the content, as well as the profiles of students and alumni. The Executive provided input on the Strategic Priorities, and various Departments provided information as required.

Attachments: **Draft Accountability Plan & Report: 2018/2019**

Submitted by: Lori McElroy / Executive Director, Institutional Analysis & Planning

Date submitted: June 17, 2019

	Board of Governors	Regular Meeting
KPU	**Board of Governors** **Agenda Item:** **Meeting Date:** **Presenter(s):**	**Regular Meeting** **#7.4** **June 26, 2019** **Dr. Salvador Ferreras**

Agenda Item: **Academic Plan 2023 – Impact Report on the one-year Anniversary**

Action Requested:	☐Motion to Approve ☐Discussion ☒Information ☐Education

Recommended Resolution:	N/A

Board Committee Report:	At its meeting held on June 12 2019, the Board Governance Committee discussed this report.
Context & Background:	The attached Academic Plan progress report is provided to indicate the first year of implementation status of the numerous strategies attached to the nine goals of the Academic Plan 2023.
Key Messages:	**1. KPU's has launched the implementation of a large number of the goals in the Academic Plan. Those strategies that remain to be initiated have now been assigned project leads and preliminary tasks.** **2. The KPU community has been supportive of the strategies and have, in some cases such as teaching excellence, open education and indigenization, move far beyond expectations and the Academic Plan's proposed timelines.** **3. The strategies outlined in the Academic Plan for this 2019/2020 academic year are fully realizable within the Board-approved budget allocations.**
Resource Requirements:	This is simply an update on the status of progress of all strategies. No new resources are required or being requested.
Implications / Risks:	The fulfillment of the Academic Plan strategies is essential to the growth and development of structures, systems, programs and academic leadership.
Consultations:	This report is provided to the Governance Committee of the Board of Governors and to the full Board with the understanding that the status of the initiatives outlined was provided through diverse consultations at the student, staff, faculty and administrative level.
Attachments:	Academic Plan Dashboard Report June 5, 2019
Submitted by:	Dr. Sal Ferreras
Date submitted:	June 14, 2019
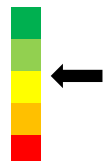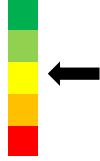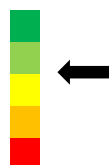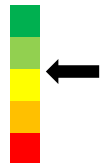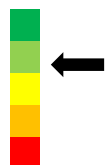
GOAL 1: Enhance Student Success (Lead Jane Fee, Associate Deans, Faith Auton Cuff, Harjit Dhesi)

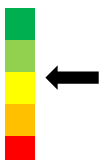| Strategy	June, 2019	Comments	Impact of Goal Strategies
1.1 Through rigorous curriculum, teaching excellence and dedicated support systems we will prepare learners that: o can think and act independently, o have strong and adaptable digital and technological skills, o are collaborators across different areas of expertise, o are capable of dealing with diverse other learners, companies, clients and agencies, o have a capacity for integrated thinking.	(status: In progress ←)	• Strong Curriculum Committees o All 5 attributes are embedded in Arts, Health, Science, SoB, Trades These attributes can be witnessed in the work of Design-building prototypes, Health-using simulations, service learning, Arts/Criminology-where students work with inmates, Business - students compete to build stronger cybersecurity systems, ACA working with vulnerable individuals at the Phoenix Centre for Addiction, Trades - deeply embedded in local industry, the Science and Horticulture farm schools and creek remediation projects. Enhanced new student orientation, partnering with Faculties, and ensuring students understand their rights, responsibilities and the university's policy framework. • Training in sexual violence and misconduct, safety and security and bystander awareness has been added. • Restructured the co-op education program to be better positioned for future growth in co-op placements. • Developed the Healthy University Initiative website https://www.kpu.ca/hui/initiative • Hired first Health Promotion position within Student Services	Student success remains the singular most significant element of our work. Students know the motto "where thought meets action" is applied at KPU. Our collective work embodies the definition of a polytechnic university. The creation of our new One.KPU platform provides more effective access to all university resources for students and employees. We have also continued to enhance the KPU Safe app. Library: Availability of electronic journals, books and streaming videos makes the collection accessible at all hours and from any internet connection. Reduction in footprint required for storing print journals frees up limited space for other student focused activities.
1.2 We will provide clear transitional pathways into the academic culture of KPU, enabling all students to be active participants in the discourse of the learning community. By recognizing the skills and experiences that students bring to the KPU community, we will provide students with diverse opportunities to develop their skills as learners in a post-secondary learning community.	(status: In progress ←)	Transitional Pathways: Health - foundations provides students opportunity across sciences, arts, also from RPN to BSNAE (advanced entry) Arts pathways from Associate of Arts to Bachelor of Arts ACA (dual courses) pathways to undergraduate studies School of Business offering service courses to other Faculties seeking to round out studies with an experiential or entrepreneurial element	
1.3 We commit to maintaining a responsive curriculum and corresponding student services that are flexible, innovative, and provide opportunities for students to access support in a flexible manner.	(status: Close to completion ←)	We are meeting our commitments in this strategy through our Program Review process, program accreditation in Health, Trades, Business and Design. We are responding to critical shortages in the labour market by advancing our work in advanced entry BSN, potential LPN programs. We help students navigate their credential journey through our new Degree Audit System, improved web registration, program declaration, and application graduate tools for students.	
1.4 KPU will adopt and implement UDL principles into its learning and public environments and strive to eliminate barriers to educational success.	(status: Close to completion ←)	KPU and the KPU Foundation have supported the piloting of the "Including All Citizens Project" for students with disabilibites. We continue to expand the adoption of UDL principles in all program and facility designs. We now have a new staffing model in Accessibility Services that provides better support for students across all campuses.	

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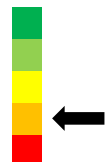|	
Completed	(green)
Close to completion	(light green)
In progress	(yellow)
Preliminary work initiated	(orange)
Not yet initiated	(red)

1.5 We will renew our approach to adult learners to reflect their unique challenges and promote programs and services designed specifically for them.	KPU is working on a renewed approach to adult learners, especially through the Open Education Resources practices. We continue to offer new certificates and diplomas aimed at what, precisely, adult learners need to advance their careers or professional lives. We have recently initiated the governance process for the new Bachelor in General Studies framework.	
1.6 We will harness and deploy digital technologies to enhance and complement on-campus learning and support services.	While the bulk of the digital educational technology is underway through our Teaching and Learning Commons, the Office of Student Services continues to incorporate increased technology usage to simplify systems, enhance accountability and provide tools for students and campus services. The University Library reports that: • Print journal subscriptions are regularly monitored for use and for availability of digital versions. Conversion to digital subscriptions happen whenever possible. • Additional e-book packages continue to be explored as well as a demand driven e-book collection. • DVDs continue to be purchased but most effort is being placed in digital streaming services. Shift from print to digital is ongoing. Currently the library still subscribes to approximately 300 print journals but over 58,000 e-journals. In the past 5 years: • print collection has remained stable in numbers while the e-book collection has grown by 60%. • DVD collection has grown by 31% but streaming videos have grown by 92%	
1.7 We will provide experiential learning opportunities that foster leadership development and service. Students to be provided with valuable opportunities to develop skills for meaningful careers and service through volunteer and work opportunities in the KPU community.	• Experiential experiences available to students in every program in Health and Design. Arts has experiential learning embedded in Criminology, Psychology, Education Assistant practica, grad shows and concerts in Fine Arts, Music, Co-ops and Case-study competitions in Business, apprenticeships in Trades, Science labs, Science Rendezvour, Open House KPU has recently soft-launched a new Career Development Centre (CDC) to provide enhanced support for students' career-related activities, including volunteering.	
1.8 We commit to reimagining and renewing our University Libraries to become active sites of engagement for the exchange of ideas, open dialog, and discovery.	The KPU Libraries have become an important gathering place for students. This is particularly important and essential in a non-residence university, especially for international students The lounge and pods at Civic Plaza have proven to be very popular for students. This bodes well for future plans around enhancing our other campus libraries with alternative spaces and study areas. Our university library continues to expand its range of services and assistance that will result in even more enhanced services for students, scholars, teachers, and researchers	

GOAL 2: Advance Teaching Practices (Lead AVP Teaching and Learning Dr. Stephanie Chu, Associate Dean, Dr. Greg Millard			
Strategy	June, 2019	Comments	Impact of Goal Strategies
2.1 Support and enable teaching excellence and the use of research-informed research practices.		•Emphasis is to achieve a 'constructive alignment' between on-the-ground teaching practices and learning outcomes. •Office of Teaching and Learning is working on strategies to foster blended and online learning. The implementation of CourseLeaf Curriculum (CIM) will permit a 360-degree view of the various modes presently being deployed within our Faculties. This could then serve as a platform for further discussion about how to move forward. •Increased resources have been provided to educators through the Commons: Ed Consultant consultations, PD offerings and Scholarly Inquiry Grants (faculty-led projects which usually include reviewing research on teaching practices).	KPU developments in this area have been considerable as evidenced in the large and ongoing number of workshops and consultations underway within the Teaching and Learning Commons. Given the emphasis of the Academic Plan on teaching excellence and student success this first year of activities indicates activity in this area is highly likely to increase both in numbers and in the depth of the capacity building work being led by the Teaching and Learning Office.
2.2 Integrate structures and resources to support teaching excellence and engaged learning.		•The key here is cohesive, coordinated planning across Teaching and Learning, IT, and Facilities. •The aforementioned CourseLeaf is a major step towards this end. •Teaching and Learning may be positioned to serve as a locus for such planning, occupying a potential nodal point between Facilities and IT, and the front-line concerns around teaching support which emanate from the Faculties. •We are only at the most preliminary stages here.	
2.3 Equip educators with skills and knowledge and further develop their teaching expertise through ongoing PD activities.		•Teaching and Learning is in the process of developing an Educators' Framework mapping the various PD opportunities available to faculty. •This comprehensive overview should provide a platform for raising awareness about the array of available options and enable faculty to more effectively optimize their PD strategies. •Faculties can help by maintaining a consistent liaison with Teaching and Learning and reinforcing, in light of their own priorities and perspectives, the messaging from that office.	
2.4 Assist educators to create more opportunities for faculty-led, student engagement in active learning and experiential learning.		•KPU presently offers a suite of experiential learning opportunities. These can be classified as 1(a) 'Credit-based' (service learning, co-ops, and internship placements; our Co-operative Education program is especially noteworthy in this regard (https://www.kpu.ca/co-op); 1(b) Extra-curricular (such as student clubs, student government, KDOCs, The Runner, and so forth – sometimes supervised by faculty, sometimes not); and 1(c). Co-curricular (as with peer-support, work study, and orientation programming). For more specifics, see https://www.kpu.ca/experiential. Many programs and courses, of course, also offer active and/or experiential service-learning opportunities on a formal basis. •Career Services, of course, offers many bridges from study to employment (https://www.kpu.ca/careers).	
2.5 Provide a range of learning environments and advance our existing classroom, technology-enhanced and online learning environments.		•More effectively integrated planning, as per Strategy 2.2, will be crucial in realizing this strategy. •We do know that KPU has not yet achieved consistency in classroom technology; e.g., not all classrooms are wired, and we would, ideally, be moving toward expanded wireless classroom environments. •For this to be actualized, designated funding through the annual budget is needed	

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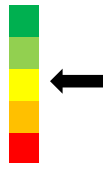| Completed |
|---|
| Close to completion |
| In progress |
| Preliminary work initiated |
| Not yet initiated |

2.6 Pursue and develop a new approach to adult learning education recognizing the need for alternative delivery modes capable of addressing the challenges and obstacles for this learner group.		•Academic and Career Advancement currently offers 'Adult Upgrading.' https://www.kpu.ca/aca/acp/adult-basic-education-courses Beyond this, we know that 'adult learners are often required to balance their education and employment activities. They need learning opportunities at non-traditional times, such as part-time, evening, weekend or late afternoon. They also seek learning opportunities with flexible modes of delivery, such as accelerated, condensed, sequenced/linked courses, online, hybrid/blended and off campus'. This suggests an ongoing need for course-scheduling outside of traditional hours. Science and Horticulture has moved in this direction while also moving more courses and labs online. •Arts has also pursued hybrid and online delivery options in some cases, while developing its 'KPU Complete' initiative intended to capture the significant percentage of adults in the South Fraser region who have incomplete university credentials. The centerpiece of this strategy is the the development of a Bachelor in General Studies, a credential intended to appeal to such learners, which is currently at the full proposal stage. Arts hopes to launch the degree for Fall 2020. •Our burgeoning 'Zed Cred' initiative represents a significant step toward flexibility and cost-effectiveness in course materials – partially addressing the adult learner cohort's concern with accessibility and flexibility. •Possible avenues of further development include more robust and flexible use of Prior Learning Assessment tools to acknowledge adult students' prior learning. This might include identifying specific open education resources, MOOCs, etc., which KPU programs wish to acknowledge as sufficiently rigorous to trigger PLA processes. •In the longer term, we may wish to consider competency-based, rather than course-based, PLA processes. This would, however, have to part of a much wider discussion relating to competency-based approaches to teaching and learning at KPU.	
2.7 Actively establish community partnerships in relation to teaching and learning.		•Teaching and Learning has established some collaborative relationships with Langara in terms of sharing professional development resources; small steps with SFU have also been taken. Exploring partnerships via BC Campus is the next step. •As per the Board Report of March 2019, ACA's Access Programs for People with Disabilities is 'facilitating discussions with Surrey, Langley and Richmond School Districts around the need to develop a partnership program for secondary students transitioning to KPU. (Similar programs currently exist between school districts and Vancouver Community College and Douglas College). o Discussions have already started with the Richmond School District. Additionally, the Vancouver School Board is inviting all Lower Mainland ASE providers to the table to discuss mini courses where students would receive certificates.' o Led by David Burns and Nancy Norman, Arts has nurtured partnerships with K-12 educators in the South Fraser region. This includes working with North Delta Secondary on their capstone project development, running ProD days for teachers (about six or seven in BC over 2019-20), and collaborating with Surrey Schools on pathway development. Dr. Burns has also addressed the OECD working group on invitation of the Ministry of Education.	
2.8 Leverage and build on internal expertise.		•Teaching and Learning currently supports four Educational Consultants (for Course Design and Assessment, Intercultural Teaching Competency, Universal Design for Learning, and Teaching with Technology), as well as three Teaching Fellows (two for K-12 Transformations, and one for Experiential Education and Community Engagement) – all held by KPU faculty. We are, therefore, well-positioned to meet this strategic objective. •An obvious direction for future growth would be a further Teaching Fellow or Consultant to support curricular indigenization. •Beyond the array of workshops and symposiums already offered by Teaching and Learning, we should strive to nurture a more general culture of dynamic peer learning among our faculty. Leadership within Faculties should be attentive to opportunities for this, e.g., considering semi-regular teaching circles, intra-Faculty workshops on thorny issues, encouraging innovative faculty members to share their insights with the wider Faculty, etc.	

GOAL 3: Accelerate Research at KPU (Lead- Dr. Deepak Gupta, Associate Dean Dr. Wade Deisman)

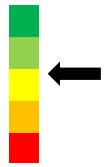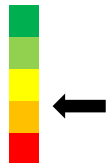| Strategy	June, 2019	Comments	Impact of Goal Strategies
3.1 Restructure the new Office of Research and Research Services to nurture research capacity, provide optimized research services, enhance accountability support and communicate successes.	←	• The former Office of Research and Scholarship is transforming into the decentralized Office of Research Services (ORS) with presence at Langley, Surrey, and Richmond campuses • Search underway for two ORS positions to provide events, communications, and compliance expertise • An overhaul of research policy frameworks is in progress, with task forces being established for an updated research ethics policy, and a new policy on animal care. This transformation is essential to ensure long-term growth and enable a more active research agenda at KPU	Research activity of all types has increased substantially at KPU. The renewed emphasis on research emphasized in Vision 2023 and the Academic Plan has catalyzed more activity and has clearly communicated the university's intention to support and encourage research and all forms of scholarship. The impact of the appointment of an AVP Research combined with the collaborative development on the proposed IP Policy, and the restructuring of the Office of Research and Research Services has had a strong and positive impact on sholars at KPU. This positive impact will be reflected in the 2019-2020 academic year consolidation of the research institutes, the designated research labs, three off-campus farms and diverse applied collaborative and discovery research projects. KPU will continue to increase its value to the local and national industry, governments, NGO and other research-intensive communities.
3.2 Develop and implement KPU Intellectual Property and Commercialization policies.	←	• The new IP Policy and Procedure is scheduled to come to the Board for approval by June 2019. • A series of legal templates and forms are being developed. Two legal templates are ready, and a third one is being finalized. The IP policy and procedure is harmonized with laws, agreements, and other policies • It is seen as contemporary, progressive, and flexible to foster varied endeavours across KPU	
3.3 Deepen our relationship with external industries, government and community organizations to ignite an active research agenda. Provide powerful learning experiences for our students while seeking practical solutions for physical, social and discovery challenges.	←	The Katalyst funding program was updated to encourage applicants to set aside 33% of funding for student experiential learning • An open, transparent, and equitable competition resulted in two internal candidates identified as Tier 2 nominees for the Canada Research Chairs Program • KPU is now eligible for Mitacs funding. These developments will continue to remain central to the Academic Plan throughout the duration of its implementation. Research enhances education through rigorous scholarship, industry and other external inputs. The development of an actionable Research Strategy will further deliver on this strategy	

LEGEND

Completed
Close to completion
In progress
Preliminary work initiated
Not yet initiated

3.4 Reinforce the role and function of our research institutes by supporting and enhancing their external networks and partnerships and by providing a clear line of accountability and support services.	⬅	• Starting April 2019, the two Institute Directors report to the AVP Research to provide a clear line of accountability and support services • Processes are being streamlined with Financial Services to allow for proper and efficient vetting of research proposals and agreements	
3.5 Ensure and encourage an enriched, direct connection between our research activities and our teaching and learning mission.	⬅	Vice Provost, Teaching and Learning and the AVP Research teams collaborated on a successful Teaching, Learning, Scholarship, and Research (TLSR) Summit in April 2019 • An augmented 2019 TLSR survey has received more than 200 responses • A Cross-Faculty Working Group is currently producing a white paper that identifies scholarly engagement as essential to educational excellence and explores the sundry and multiple ways that exposing undergraduate students to opportunities to gain research experience can enhance teaching and research be better integrated into the classroom.	
3.6 Engage the KPU Library and Teaching and Learning Commons to assist researchers and the Office of Research and Research Services to enhance research capabilities and access up-to-date methodologies and resources. Reinforce KORA's role in providing immediate global reach for KPU research through KORA and other avenues to open academic publishing.	⬅	• In collaboration with the AVP Research, the Library is developing an online Subject Guide to identify learning resources related to IP • A series of activities are being developed by the AVP Research, Associate Vice President, Open Education, and the University Librarian, and their teams to strengthen supports for open access	

GOAL 4: Build a next generation KPU International (Lead AVP International, Carole St. Laurent, Associate Dean, Joel Murray)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
4.1 Support international students through a range of academic transition programs that enable students to participate fully in the KPU community of learners.		Pathways are important to international students. Students who have not yet achieved the level of English required to be successful in their studies can enroll in the Pathway program oThe Pathways option was recently re-opened to international students. oPathways provides an important bridge for international students to meet the English language requirement and to provide them with a smooth transition into an undergraduate program. oChallenges nonetheless exist for some students to succeed in the current system.The KPU community needs to collaborate on redesigning the pathway program to meet both domestic student and international student needs.	As KPU's international revenue has become a substantial portion of the overall revenues for the university, greater emphasis on serving those international students and ensuring their success has become critical. Over the past year and in an attempt to stem to overwhelming flow of international admissions to KPU, the university suspended international student admissions until such as time as an Institutional Sustainability committee was able to accurately predict our institutional capacity and develop preferred FTE targets in selected Faculties and program areas. KPU is now ready to embark on a new integrated approach to enrolment management that will attenuate many of the problems associated with past admissions and recruitment practices. At the same time KPU has intensified its efforts to promote and recruit a large diversity of international students that will begin to manifest itself in the proposed intake targets of May 2020.
4.2 Foster a culturally and globally aware curriculum, being prepared to meet the needs of an international workplace, whether in Canada or internationally.		• KPU has taken important steps in fostering a culturally and globally aware curriculum through the Teaching and Learning Commons by offering three-day Intercultural Teaching Workshops, available to all faculty and teaching staff. • The goal for KPU is for all instructors to participate in the three-day workshop and apply strategies in their course development and preparation to truly prepare students for an international work environment.	
4.3 Recognize that international students are an asset to KPU and regional communities, enhancing the classroom experience through a rich exchange of experiences and ideas.		•International students bring a global perspective to the classroom, and through experiential learning and the students' active participation, this perspective is shared through activities such as group projects and similar classroom activities. In addition, international students share their perspective with KPU's external communities through their work-study programs, practica, and COOP work experiences, thus contributing to KPU's outreach to regional communities. •One challenge that KPU faces has been faculty challenges with the proficiency levels and university preparedness of the students KPU received in 2017/2018. This lack of proficiency is being partially addressed by comparing high school completion equivalencies and working with agents to assess student preparedness.	
4.4 Build new and strategic academic pathways and program offerings.		•KPU is exploring opportunities to provide a pathway to post-bachelor's programs and new strategic pathways such as the Graduate Diploma Program. •KPU is also exploring the expansion of its language school partnerships in order to provide options for students and to increase diversity in the international student population.	

LEGEND

Completed	(green)
Close to completion	(light green)
In progress	(yellow)
Preliminary work initiated	(orange)
Not yet initiated	(red)

4.5 Develop and implement a streamlined application process.		• KPU has a challenging admissions practice where KPU must receive original transcripts from the issuing institution exclusively. Some countries issue only one transcript in a lifetime, with no exceptions, and with no further transcripts being reissued. This creates inefficiencies for KPU in that the application process is slowed and emerging markets are eliminated from consideration. Further solutions will be examined as part the development of a comprehensive enrolment strategy for the university. • BPAS is working with International on identifying issues with and streamlining the application process.	
4.6 Nurture an increased diversity in KPU's international student body.		•KPU is already doing this is two ways: through direct recruitment in emerging markets and partnerships with institutions abroad. •As mentioned previously, KPU is exploring working with language schools in the Metro Vancouver region. •A challenge for KPU is the need to further explore accepting electronic transcripts to help with increasing student diversity.	
4.7 Develop an enhanced international advising model to optimize the effectiveness and efficiency of advisory services for international students.		• KPU International has hired a coordinator for international student advisors and is coordinating efforts (shared training, etc.) with Central Advising. • KPU International staff are being certified in order to provide student-related immigration services.	
4.8 Establish an international student emergency fund.		•KPU has already established an international student emergency fund internally to support international students who experience unexpected financial hardships. •KPU will need todevelop a an application process to enable implementation. •KPU has also negotiated a scholarship with Guard.Me International Insurance, pur principal insurance converage for international students, prior to their coverage under the Provincial system.	

GOAL 5: Increase indigenous participation at KPU (Lead- AVP Academic, Dr. Steve Cardwell, Associate Dean Dr. Sharon Leitch)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
5.1 Engage a manager of indigenous services	←	A search for a new manager of Indigenous Student Services is underway. The incumbent left KPU for a position at Fraser Health.	Indigenous activities and administration/faculty/staff engagement is at an all-time high at KPU. The Indigenous Awareness modules, the large number of curricular projects and courses advancing the TRC Calls to Action are a clear indication that KPU is progressing well on this goal. The hiring of a new manager of Indigenous Student Services, the Open Doors, Open Minds forum, the regular input from our Indigenous Advisory coupled with the many events that KPU has sponsored or been part of speak strongly to the progress on this Academic Plan goal.
5.2 Expand exposure of territory acknowledgment	←	Signage work underway through Facilities and the Office of the President.Creation and location of Indigenous artwork is also underway under the Office of the President/FoA/Facilities.	
5.3 Provide cultural training to staff, faculty, administration, students and alumni.	←	Well underway. Three Moodle online modules have been available since the summer. To date more than 300 staff. Administrators and faculty have taken the short training courses. Teaching Fellow working with faculty to facilitate indigenous awareness orientation and methods. Work is underway to create micro-credentials to recognize and value the accomplishment of participants here.	
5.4 Maintain an active Indigenous Advisory Committee.	←	The second gathering of the Indigenous Advisory Committee took place at the end of May. This was well- attended by local Indigenous communities, school district representatives, KPU faculty/staff and students. A student-initiated KPU Indigenous Student Council has been formed. Using a provincial grant, a consultant has been hired to help lead an action-planning initiative in support of the work of the Advisory Committee and the University.	
5.5 Encourage the development of indigenous language courses.	←	Course in Cree language in development. Others at the conceptual stage. Exploring the development of the Halq'emeylem course The new Credential Framework policy that is being developed contains a proposal to create an Indigenous Content Requirement (ICR) for all students enrolled in undergraduate studies.	

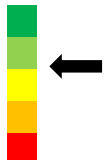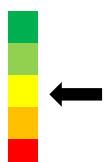**LEGEND**

Completed
Close to completion
In progress
Preliminary work initiated
Not yet initiated

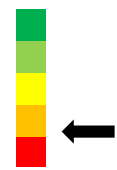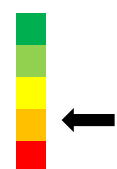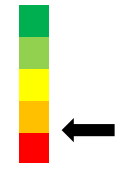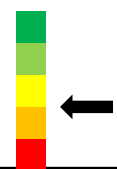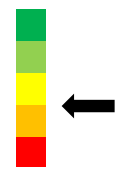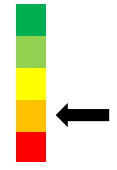|			
5.6 Strengthen the organizational structure to support current KPU indigenous students and creating indigenous learning communities.	←	Working with other institutions on the Indigenous Intern Leadership Program (IILP) coordinated by VIU. This program matches Indigenous graduates with internships at prominent BC businesses. KPU held the third and very successful Open Doors, Open Minds event to welcome and encourage Indigenous high school students to attend KPU. A new partnership with the Verna J Kirkness Foundation will support about 12 Indigenous high school students to spend a week working on projects with the Faculty of Science and Horticulture.	
5.7 Enhance relationships with local First Nations and indigenous peoples and organizations.	←	Initiated a series of visits/meetings to local Indigenous communities to further build relationships (eg Kwantlen, Katzie, Semiahmoo Nations so far).	

GOAL 6: KPU becomes an international leader in Open Education research and practices (Lead Associate Vice Provost Open Education, Dr. Rajiv Janghiani)

Strategy	June, 2019	Comments	Impact of Goal Strategies
6.1 Support the adoption of open educational resources across all Faculties & Schools through education, training & support, system & role integration, and recognition		• Open educational resources (OER) are now being adopted by faculty within each Faculty/School • Internal and external communications are managed through A dedicated website (kpu.ca/open), an Open Education listserv, and a social media presence (@KPUopen) • OER adoption support from the library now extends through liaison librarians to different program areas • Events to raise awareness of OER held during Open Access Week (October) and Open Education Week (March) • Hands-on training for OER is now provided each semester at our Surrey, Richmond, and Langley campuses • Open textbook adoption has been integrated into the online textbook ordering system • A search for available OER has been integrated into the course outline development/revision approval process (approved by the Senate Standing Committee on Curriculum and Senate) • The pilot print on demand service for open textbooks has now expanded to all departments. • Workshops outlining value of Pressbooks as an open textbook tool have been established. • Information on the use of OJS to support faculty, student and classroom assignment journals is established. Workshops by librarians on the use of such tools continue to grow in popularlity.	Significant cost savings to students enhances KPU's reputation for providing an inclusive and affordable post-secondary education. Improved course performance as a result of ensuring free access to course materials supports student success. Bolsters KPU's reputation for innovation and leadership in open education. Leverages an international network of progressive institutions to provide access to post-secondary study and credentials for students with economic, geographic, & other barriers; builds local capacity and expertise in open online course development; strengthens KPU's reputation for leadership in open education.
6.2 Support the development, growth, and effective marketing of additional Zed Cred programs.		• Third Zed Cred program launched in March 2019 (Associate of Arts in General Studies) • Fourth Zed Cred program planned for launched in June 2019 (Diploma in General Studies) • Rebranding of Zed Cred to Zero Textbook Cost programs planned for Fall 2019	
6.3 Develop a publishing infrastructure and systems to support the creation and adaptation of open educational resources.		• KPU's Open Publishing Suite (OPUS) formally launched in March 2019 and provides campus-wide support for the creation and adaptation of OER practices • OER publishing workflow and training materials currently being refined • KPU's new open textbook catalogue being branded prior to its public launch • Processes to support PressBook conversion are being established. • Information on the use of OJS to support faculty, student and classroom assignment journals is established. • Positions have been identified and costing/capacity to support development of OERs and open access journals is underway.	
6.4 Articulate OERu courses and offer an exit credential to the OERu network.		• Necessary steps to articulate OERu courses have been identified in collaboration with the Registrar. • OERu courses being evaluated by KPU faculty for transfer credit • Suitable exit credential for the OERu network identified • Exploring opportunities to leverage the OERu network to support innovation pilot projects at KPU, including for open boundary courses and micro-credentialing.	

LEGEND

Completed
Close to completion
In progress
Preliminary work initiated
Not yet initiated

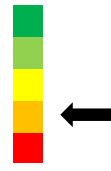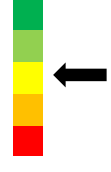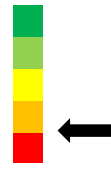|		
6.5 Establish targeted Open Education initiatives to attract working adults seeking to pursue post-secondary study and provide program completion encouragement and alternatives for adult learners.		• Proposed Bachelor of General Studies (BGS) identified as a Zed Cred candidate. • Currently exploring (together with Faculty of Arts leadership) ways in which open educational practices could support mature learners' career and learning within the BGS framework.	
6.6 Provide training and support for faculty to embrace open pedagogies.		• Open pedagogy workshops now offered in partnership with the Teaching & Learning Commons. • An inter-institutional Open pedagogy fellowship focused on the UN Sustainable Development Goals launched in Summer 2019, in partnership with Montgomery College (Maryland, USA).	
6.7 Develop an institutional open education policy.		• Encouragement for creating open educational resources embedded within the institutional IP policy that is being considered by the Board of Governors. • Discussions underway with University Librarian and AVP, Research on an institutional policy for OER.	
6.8 Embed and enhance e-portfolios that reflect open education strategies and acknowledge the added value of global open education practices.		• Advising pilot testing of Wordpress multi-site program, with pilot users from different Faculties identified and invited (sponsored by Office of Teaching & Learning). • Working with AVP Academic and the Micro-credentialing Working Group to develop a micro-credentialing/digital badging strategy that will integrate with e-portfolios to show evidence of attainment of specific skills and competencies.	

GOAL 7: To enhance the employability of Trades and Technology apprentices and foundation program graduates. (Lead Dean Trades and Technology, Brian Moukperian, Associate Dean Laura McDonald)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
7.1 To enable learners to ladder from apprenticeship trades training to undergraduate programs		No progress yet. Upcoming developments: Exploring Mechatronics partnership possbilities with SFU to see how KPU's Mechatronics and Advanced Manufacturing Technology graduates may articulate into the SFU undergraduate program. Developing a proposed Bachelor of Technology in Innovation and Project Management.	Action on this goal of the Academic Plan has been mostly delayed while a number of operational and enrolment matters have taken priority. The Faculty seems to be generally in favour of experimenting with new delivery models and in exploring some of the teaching technology developments brought to their attention by the Teaching and Learning Commons. In terms of direct impact, it is clear that the value of Program Advisory Committees and the new leadership at the ITA will have a strong and positive effect on the growth of this Faculty.
7.2 Enhancing the renewal of pedagogical techniques to address a wider base of competencies.		The Teaching and Learning team has engaged more faculty in using Moodle. Adopted a "Train the Trainer" model and are taking advantage of KPU's "Moodle Champion" approach by calling upon frequent users to share their knowledge with colleagues. Document projectors were installed in some classes as overhead projectors were removed from classrooms.	
7.3 Encouraging a leap forward in providing hybrid, online, and micro-credential delivery.		ITA is recognizing hybrid programs. There are a few colleges and institutes which are offering programs in a blended fashion. KPU will reach out to partner colleges and institutes to understand the effectiveness of this delivery model in the Trades areas.	
7.4 Harnessing KPU's digital transformation and technological data literacy to support and enrich the student experience.		No progress yet.	
7.5 Promote a direct connection to industry through Professional Advisory Committees and professional/trades associations.		The following four Program Advisory Committees have met within the past 12 months: Appliance Service Technician, Automotive Service, Farrier and Welding. In addition, the Automotive Retailers Association held a networking event at KPU Tech on May 23, 2019. By 2020, the Dean is confident that all programs will have active Program Advisory Committees.	
7.6 Revitalize our approach to developing research across all trades and technology disciplines.		Dean of Trades and Technology to meet with AVP Research to engage in discussions re the possibilities and challenges of research opportunities in trades and technology. As the Mechatronics and Advanced Manufacturing Technology program graduates complete their studies over the next two years, the program will have achieved a level of maturity and experience to incorporate applied research into, and as a complement to, the curriculum.	

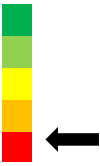**LEGEND**

Completed
Close to completion
In progress
Preliminary work initiated
Not yet initiated

Strategy	June, 2019	Comments	Impact of Goal Strategies
8.1 Future KPU students will express their achievement in new and diverse ways. To continue to lead in this field, KPU will review its approach to university admission.		KPU, through the work of the Kwantlen Education Incubator, has done extensive research and presented their findings at large-audience presentations on the new curriculum and KPU at school districts: Richmond, Surrey, Saanich, Nelson, Abbotsford (this summer), Kelowna and Bulkley Valley. These include speeches to the Greater Vancouver Principals and all BC Superintendents and about 1500-2000 teachers and other educators. This research has led to the trial of e-portfolio-only admissions to the university in preparation for the K-12 graduates coming to KPU starting in 2020.	KPU has already demonstrated its leadership in sectoral preparation for the incoming K-12 curriculum graduates. The outcome of the many internal discussions and presentations on this curriculum have galvanized our instructors to adopt new teaching methodologies and technologies to best serve this incoming cohort of self-directed students.
8.2 KPU's polytechnic and applied focus will be increasingly important as these values become more prominent in K-12 education. The university will support professional development on competency- and portfolio-based teaching and learning.		This work is underway informed by up-to-date teaching methodologies as brought into practice by the Teaching and Learning Commons as well as by the research of KEPI.	
8.3 KPU will review programs in light of the changing educational climate in order to maintain currency. Opportunities to increase and recognize cross- and extracurricular learning will be a central feature of 21st century education.		This development is only now beginning to surface in the ongoing program reviews undertaken by selected programs at KPU. Teaching Fellows, Nancy Norman & David Burns, hosted open sessions/discussions for faculty, Faculty specific sessions with faculty & school district representatives, future plans to invite district teachers to KPU for Design Thinking workshops.	
8.4 KPU will embed best practices in e-portfolio training and development to enhance the practice of assessment, facilitate admissions and provide powerful tools for learners to successfully demonstrate their learning to future employers and graduate admissions.		Recent results and examples of the Surrey Portfolio Pathway Partnership are now available at kpu.ca/KEPI KEPI Director has published an open access paper and an EdCan feature on the subject and has also presented his findings to the OECD working group.	
8.5 We will dismantle boundaries between faculties, and between academic and vocational programming to enable a more permeable flow between areas. Students educated in a system oriented to problem solving such as the BC K-12 curriculum should not expect walls between trades and undergraduate study.		This initiative has yet to be launched. It will be led by the Faculty of Trades and Technology.	

LEGEND

Completed
Close to completion
In progress
Preliminary work initiated
Not yet initiated

8.6 New digital support systems will be established to help students and faculty collect and curate work and assessment feedback that transcends individual courses.		This initiative has not been launched yet.	
8.7 KPU will continue to promote the recognition of prior learning, and learning undertaken outside of the formal classroom.		Prior learning recognition is an essential component of the emerging Strategic Enrolment planning process about to be launched at KPU. Experiential learning, co-curricular learning and prior learning are fundamental elements of our emerging adult learner strategy.	

GOAL 9: To offer Graduate Studies at KPU. (Lead AVP Academic, Dr. Steve Cardwell, Associate Dean, Loren Coutts, and Darren Francis)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
9.1 Establish an administrative unit to manage graduate education at KPU in 2018.	← (green)	Done. Office of Graduate Studies approved by Senate in Spring 2018	Senate's 2018 approval of a Graduate Studies Department gave strong impetus to the development of Masters degree concept discussions by faculty members of the Faculty of Arts, Science and Horticulture, Health, School of Business and the Wilson School of Design. The Senate-approved Food Sustainable Graduate Certificate in Sustainable Food Systems and Security is now at the course development stage with an on-schedule implementation for Fall 2021.
9.2 Engage the Faculties and Institutes in the development of unique and differentiated graduate diplomas, graduate certificates and Masters degrees.	← (yellow)	Much new programme work in development across several Faculties AVPA, AVPR and Associate Deans working together to identify potential new graduate programs that are of a polytechnic nature: Masters degree programs, graduate diplomas and consideration for converting existing post-baccs into post-grad certificates.	
9.3 Launch the new program development governance process for new graduate studies in 2018.	← (yellow)	More than 21 polices have been identified for various levels of revision to reflect graduate programs. Some of these are underway. For example, the new Credential Framework policy includes reference to graduate programs. The development of programming, programming standards and credential qualifications for newly offered graduate diplomas is ongoing, and for Master's programs is outstanding.	

LEGEND

Completed (green)
Close to completion (light green)
In progress (yellow)
Preliminary work initiated (orange)
Not yet initiated (red)

9.4 Activate Faculty workgroups and Senate Standing Committee on Academic Planning and Priorities to develop programming, programming standards and credential qualifications.		Discussions underway with SFU Faculty of Education to collaborate on flexible graduate programs for faculty - leading to higher degrees so that faculty can upgrade their credentials to be able to teach graduate programs (PhDs, EdDs and Masters degrees that can move in to doctoral programs).	
9.5 Launch first Master's program at KPU in 2021.		On track for Fall 2021 introduction of first Graduate Certificate in Sustainable Food Systems and Security. Actual Master's program not able to realistically launch until Fall 2022.	
9.6 Establish a Graduate Commons as an extension of the Office of Graduate Studies by 2021. This unit will house a variety of academic service areas that will provide instruction and support around the specific academic needs of graduate students including citation management; in-depth literature reviews; the Learning Centre; thesis writing strategy; and grant writing.		Preliminary efforts underway to review potential physical locations and structures for a Graduate Commons for students.	

	Board of Governors	Regular Meeting
KPU	**Board of Governors**	**Regular Meeting**
	Agenda Item:	**#7.5**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Zena Mitchell**

Agenda Item: **AR17 Academic Schedule and Course Timetables Draft Policy and Procedure**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors approve AR17 *Academic Schedule and Course Timetables* Policy and Procedure as recommended by the Board Governance Committee.**

Board Committee Report: At its meeting held on June 12 2019, the Board Governance Committee approved AR17 Academic Schedule and Course Timetables Draft Polity and Procedure for recommendation to the Board of Governors.

Context & Background: The Class Scheduling Audit Report produced by Business Performance and Advisory Services (BPAS) in 2018 recommended KPU implement a strategy to better optimize Faculty, room and course offerings. In response it was noted, "Management recognizes the urgency of adopting an optimized course scheduling regime and the advantages inherent in establishing a framework for optimization." The first associated recommendation was the development of a university-wide scheduling policy to serve as a framework for optimizing the use of instructional space. As a result, Policy AR17 has been revised to incorporate the recommendations of the BPAS report, along with a name change to better reflect the revisions.

Summary of Changes
The proposed changes have been designed to better meet student demand while ensuring KPU optimize student access to courses, maximize student choice, and increase the potential for students to create conflict-free course schedules.

- Context, Purpose and Scope have been broadened to set standards for the creation of the Academic Schedule and the associated Course Timetables for all of KPU's instructional cycles, instructional activities and space.
- The policy and associated procedures are meant to better complement Policy BP7: University Space so there is a clear distinction that Policy BP7 helps determine how space is allocated and assigned whereas Policy AR17 helps determine how the assigned space is used for academic purposes.
- Procedures associated with Course Scheduling and the production of corresponding Course Timetables are now made transparent through this policy, with the aim to bring greater standardization to Scheduling practices across Faculties to ultimately improve space utilization. A variety of standard meeting patterns have been identified in recognition of appropriate pedagogy.

- The Academic Schedule will be presented to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) annually, and subsequently reported to Senate and the Board of Governors. This is in alignment with SSCAPP's mandate to advise Senate on the objectives, strategies and academic priorities of the University.

The 6-week public posting period on the KPU Policy Blog for draft Policy and Procedure AR17 Academic Schedule and Course Timetables was completed as of November 30, 2018. During the 6-week public posting period from October 19 to November 30, a number of comments were received on the blog. Following the completion of the public posting period, further stakeholder consultations took place to solicit feedback (see table in "AR17 Blog Response").

At its meeting on April 29, 2019, Senate recommended that the Board of Governors approval AR17 Academic Schedule and Course Timetables Policy and Procedure.

Key Messages: *[maximum of three]*	**1. A document with responses to the comments has been posted on the blog post and the comment section for Draft Policy and Procedure AR17 on the KPU Policy Blog.**
	2. At its meeting on April 29, 2019, Senate recommended that the Board of Governors approval AR17 Academic Schedule and Course Timetables Policy and Procedure.
	3. As per Section 35.2(6)(h) of the University Act, draft Policy and Procedure AR17 Academic Schedule and Course Timetables require approval from the Board, with Senate's advice.
Resource Requirements:	N/A
Implications / Risks:	Lack of a university-wide strategy and policy framework to optimize Faculty, room and course offerings.
Consultations:	See "AR17 Blog Response" document.
Attachments:	1. Draft Policy AR17 Academic Schedule and Course Timetables 2. Draft Procedure AR17 Academic Schedule and Course Timetables 3. Policy Timeline AR17 Academic Schedule and Course Timetables *4. AR17 Blog Response*
Submitted by:	*Zena Mitchell, University Registrar*
Date submitted:	*June 14, 2019*

Policy History	
Policy No.	
AR17	
Approving Jurisdiction:	
Board of Governors, with Senate advice	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	

Academic Schedule and Course Timetables Policy

A. CONTEXT AND PURPOSE

The purpose of this policy is to assist in the establishment of an Academic Schedule that meets the educational programming priorities of Kwantlen Polytechnic University (KPU). The Academic Schedule serves as the framework for course timetabling and scheduling of Senate-approved instructional activities. Both the Academic Schedule and the Course Timetable will maximize the utilization of campus space and provide students with the ability to complete their studies in a timely fashion.

The *University Act* Section 35.2(6)(h) states that '*The senate of a special purpose teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the setting of the academic schedule.*'

B. SCOPE AND LIMITS

1. KPU has three distinct instructional cycles:
    a. standard terms,
    b. fixed-terms, and
    c. continuous intake.

2. This policy sets standards for the creation of the Academic Schedule and the associated Course Timetables for all three instructional cycles, instructional activities and space.

3. University instructional activities include KPU's Senate-approved course offerings at all academic levels.

4. Scheduling of space for Continuing / Professional Studies, Apprenticeship offerings, non-instructional activities and campus events is outside the scope of this policy.

C. STATEMENT OF POLICY PRINCIPLES

1. Classes will be scheduled to optimize student access to courses so they are able to complete their studies in a timely fashion.

2. Classes will be scheduled to maximize student choice while minimizing individual schedule conflicts.

3. Classes will be scheduled to make the best possible use of teaching facilities and resources, which reflect student demand. Spaces utilized for instructional activities will therefore be assigned on the basis of room capacity, resource requirements and room characteristics.

4. The University will establish multiple standard meeting patterns in recognition of appropriate pedagogy.

5. When establishing Course Timetables, the University will endeavor to provide all instructional faculty the ability to engage in teaching, scholarly activity and service.

6. Decisions about Course Timetables are based on ongoing assessment and evaluation of space utilization.

D. DEFINITIONS

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

E. RELATED POLICIES & LEGISLATION

University Act Section 35.2(6)(h)
Policy BP7 *University Space*

F. RELATED PROCEDURES

Refer to Procedure AR17 *Academic Schedule and Course Timetables.*

Policy History	
Policy No.	
AR17	
Approving Jurisdiction:	
Board of Governors, with Senate advice	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Academic Schedule and Course Timetables Procedure

A. DEFINITIONS

1.	**Academic Schedule:**	The major dates and deadlines of each of the standard terms within the academic year.
2.	**Course Timetables:**	The lists of Senate-approved courses and the times they are offered in a particular instructional cycle.
3.	**Department:**	An educational administrative sub-unit of a Faculty and/or School within the university dealing with a particular field of knowledge.
4.	**Instructional Activities:**	Classes, lectures, laboratories, tutorials, seminars, studios, examinations, clinicals, simulation labs, theory, mentorship, supervised practice, and praxis.
5.	**Instructional Days:**	Monday to Saturday inclusive.
6.	**Instructional Cycles:**	The period during which instructional activities occur. There are three instructional cycles at KPU:

    a. Standard Term:
At KPU, standard terms are defined as Fall (September-December), Spring (January - April) and Summer (May - August). Standard terms also include intersessions. Each intersession is half the length of the full standard term.

    b. Fixed Term:
Fixed term instructional activities have a fixed start date and end date that are typically different from standard term-based dates.

        c.   Continuous Intake:
            Studies that utilize rolling admission/registration whereby each student starts and ends courses on an individual basis. Continuous intake offerings have a limited number of seats that are filled as space becomes available.

7. **Instructional Hours:**   Monday through Friday 7:00am to 10:00pm and Saturday 8:30am to 7:00pm.
   a. **Daytime Hours:** 7:00am to 4:00pm.
   b. **Evening Hours:** 4:00pm to 10:00pm.
   c. **Peak Hours**: 10:00am to 2:30pm.

8. **Instructional Space:**   Space used for Senate-approved instructional activities.

9. **Reading Break:**   KPU schedules a Reading Break during each spring term, immediately following the BC Family Day statutory holiday. The Reading Break will not result in the lengthening of the term. No lectures, tutorials, labs or other regularly scheduled course-related academic activities may be held during the Reading Break. In addition, no academic evaluations may be scheduled or have a deadline during the Reading Break. This includes essays, quizzes, tests, examinations, lab reports, or evaluations of any other kind.

10. **Room Regions:**   Rooms that may be assigned to a particular Faculty for the purpose of establishing Course Timetables.

11. **Sections:**   The dates, times and location within a particular instructional cycle specific to when a course is offered.

12. **Standard Meeting Pattern:**   The weekly pattern for the scheduling of a course. This will include the time blocks along with the frequency of meeting times in a given week.

13. **Student:**   An individual who is registered in credit courses or has commenced studies in non-credit courses and has maintained his/her eligibility to register.

14. **Service Course:**   A course required for programs that doesn't reside in the program's Department and/or Faculty.

B. PROCEDURES

1. **Academic Schedule**

   a. The Academic Schedule is produced by the Office of the Registrar.

   b. Standard terms are established as 13 instructional weeks in duration, plus the formal final examination period. The number of instructional days of the week (Monday to Saturday, inclusive) will be maximized at 13 per term where possible.

   c. A non-instructional day each January will precede the start of the Spring term for Student Orientation activities.

   d. The impact of statutory holidays will be considered when establishing the length of the term.

   e. When a statutory holiday falls on a weekend, the following work day is observed as the statutory holiday. As such, observing Labour Day, Thanksgiving and Remembrance Day on a Monday will result in a fall term with 11 instructional Mondays. Observing Victoria Day, Canada Day and BC Day on a Monday will result in a summer term with 11 instructional Mondays.

   f. Voluntary withdrawal dates will be consistently established at 66% of the way into the instructional cycle.

   g. A reading break does not reduce the number of weeks within a term. The Spring reading break will align with BC Family Day to minimize the loss of instructional Mondays.

   h. The Academic Schedule will be published for the upcoming and subsequent academic year.

   i. The Academic Schedule will be presented each September to the Senate Standing Committee on Academic Planning and Priorities and subsequently reported to Senate and the Board of Governors.

2. **Allocation and Assignment of Space**

   a. Allocation of University Space

      i. The Office of University Space Administration, operating under the authority of the Vice President Finance and Administration, is responsible for strategic space planning related to the allocation and reallocation of university space in consultation with the Provost and Vice President Academic.

   b. Assignment of Instructional Space

      i. The assignment of instructional space is centrally managed by the Scheduling unit within the Office of the Registrar, based upon the allocation of space as determined by the Office of University Space Administration.

      ii. A course that is not using its assigned room to its capacity may be reassigned to a smaller room by the Scheduling unit.

      iii. A Faculty's allocated room region(s) are given first priority to the Faculty to schedule their instructional activities.

iv. Unassigned instructional space for the term reverts to the Scheduling unit in order to maximize its use for instructional activities.

v. Any unassigned instructional space that remains available after publishing of the timetable for the term reverts to Facilities Services to allow for room bookings of non-instructional activities.

3. **Course Timetable**

a. Courses that have not received Senate approval will not be scheduled as part of Course Timetables.

b. Course Timetables will be established and published by the Office of the Registrar based on the University's standard meeting patterns.

c. Courses and Final examinations will be held at times and locations noted in the Course Timetable.

d. The Course Timetable will be published prior to the start of registration for each instructional cycle.

e. The Office of the Registrar will produce an annual Timetable Production Schedule to aid academic units in the timely establishment of the Course Timetable.

f. Every effort will be made to equally distribute classes across all days of the week.

g. No more than 60% of a Faculty's instructional activities should be scheduled during peak times.

h. The Office of the Registrar may require that departments change the times of classes as room scheduling complexities warrant.

i. Changes to the Course Timetable after the publication must be kept to a minimum to provide certainty to students. After the schedule is published, all schedule changes, including section cancellations, must be approved by the appropriate Dean or designate.

4. **Section Reserves and Restrictions**

a. Section Reserves
Section reserves are temporary registration limitations placed on designated sections. Reserved capacities are approved by both the department and Office of the Registrar. Reserves are used to manage enrolment to ensure specific registration access for a defined period of time during the registration cycle for the term.

i. Reserves are used to assist with enrolment management and can be removed throughout the registration period.

ii. Reserves must be established prior to the publication of the Course Timetable.

iii. Reserve information must be provided to the Scheduling unit no later than three weeks in advance of the formal registration period.

iv. Reserve removal dates are chosen from a list of predetermined dates established by the Scheduling unit and must be selected no later than three weeks in advance to the formal registration period. A request for a removal date not on the list would need to be approved by the Scheduling unit.

v. If there are multiple reserves on a section, only one removal date is allowed for the group of reserves.

vi. Reserves cannot be overridden for students who do not meet the reserve criteria.

vii. A waitlist can be set up for students who do not meet the reserve criteria; those students on the waitlist will get first priority for open seats once the reserves are removed.

b. Section Restrictions

Section restrictions are limitations placed on designated sections for the duration of the registration cycle for the term. Examples include restrictions for students in particular programs, students who have declared, students in a particular field of study (e.g. majors or minors).

i. Restrictions are pedagogical and cannot be removed for enrolment purposes.

ii. Restriction information must be provided to the Scheduling unit no later than three weeks in advance to the formal registration period.

iii. Restrictions can be overridden on a student by student basis.

5. **Standard Meeting Patterns**

a. Standard meeting patterns are established through this policy. KPU's standard meeting patterns are as follows:

i. <u>Full-term Patterns:</u>

- One-and-a-half hour time blocks, offered as:
  a) 1.5 hours, twice per week as follows: Mon/Wed, or Tues/Thurs, or Wed/Fri
  b) 1.5 hour duration classes will start at 8:30, 10:00, 11:30, 13:00, 14:30, 16:00, 17:30, 19:00 or 20:30

- Two hour time blocks, offered as:
  a) 2 hours, twice per week as follows: Mon/Wed, or Tues/Thurs, or Wed/Fri
  b) 2 hour duration classes will start at 8:00, 10:00, 12:00, 14:00, 16:00,18:00 or 20:00

- Three hour time blocks:
  a) 3 hour duration classes will start at 10:00, 13:00, 16:00 or 19:00
  b) Three hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

- Four hour time blocks:
  a) 4 hour duration classes will start at 8:00, 10:00, 12:00, 14:00, 16:00 or 18:00
  b) Four hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

- Six hour time blocks:
  - a) 6 hour duration classes will start at 10:00, 13:00 or 16:00
  - b) Six hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

    ii. <u>Intersession Patterns:</u>
- One-and-a-half hour time blocks, offered as:
  - a) 1.5 hours, four times per week as follows: Tues/Wed/Thurs/Fri
  - b) 1.5 hour duration classes will start at 8:30, 10:00, 11:30, 13:00, 14:30, 16:00, 17:30, 19:00 or 20:30

- Two hour time blocks, offered as:
  - a) 2 hours, four times per week as follows: : Tues/Wed/Thurs/Fri
  - b) 2 hour duration classes will start at 8:00, 10:00, 12:00, 14:00, 16:00, 18:00, 20:00

- Three hour time blocks, offered as:
  - a) 3 hours, twice per week as follows: Mon/Wed, or Tues/Thurs, or Wed/Fri
  - b) 3 hour duration classes will start at 10:00, 13:00, 16:00 or 19:00
  - c) Three hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

    iii. <u>Fixed-term Patterns:</u>
- Trades instructional activities scheduled on a fixed term instructional cycle are established on a program-by-program basis, based on the length and delivery requirements of the program.

    iv. <u>Meeting patterns for purpose-built spaces:</u>
- Instructional activities scheduled in purpose-built spaces (such as labs, studios, trades workshops, etc.) may establish meeting times outside of the patterns listed above, in accordance with pedagogical needs. Such purpose-built spaces must be identified within KPU's scheduling software rooming inventory.

b. Exceptions to the use of standard meeting patterns will only be made upon approval of the Provost and Vice President Academic or designate. The Scheduling unit will provide guidance as to where exceptions could best be accommodated in the Course Timetable.

6. **Final Exams / Assessments**

   a. A formal final examination / assessment period will be scheduled at the end of each instructional cycle and is the only time at which final examinations / assessments may be scheduled.

   b. The scheduling of final examinations / assessments is centrally managed by the Scheduling unit within the Office of the Registrar. Faculties and/or instructors may not schedule their own final examinations / assessments or change the days / time / rooms of their examinations / assessments as posted.

c. Meeting patterns for final examination / assessments are established by the Office of the Registrar to best facilitate conflict-free exam schedules for students.

d. Faculty requests for final examinations / assessments will accompany the submission of the Course Timetable for that instructional cycle.

e. Final examination / assessment dates will be published in the online Course Timetable.

f. The final examination / assessment period for academic term-based courses will be scheduled to start after a one instructional day break between the last scheduled day of classes and the start of the final examination / assessment period and will run for eight instructional days. The final examination / assessment period for non-term-based programs or courses will be scheduled according to program requirements.

g. Final examinations / assessments for classes offered in the daytime will normally be scheduled during the day from Monday to Saturday and evenings from Monday to Friday.

h. Final examinations / assessments for evening classes will, where possible, be scheduled on the same night that the class is held.

7. **Rescheduling of Final Exams / Assessments**

If there is a campus-wide cancellation of final examinations / assessments, the cancellation will be communicated to affected students and faculty via KPU-issued email. Notices will be placed on the KPU website homepage and through official KPU social media channels.

a. The Provost and Vice President Academic will confirm any rescheduling with the University Registrar and notify the Deans' offices. The Office of the Registrar will notify affected students and faculty.

b. The University Registrar will delay the end-of-term and academic standing process if necessary.

c. Final examinations / assessments will be rescheduled as follows:

    i.   If an entire day of final examinations / assessments is to be rescheduled, that day will be moved to the end of the examination / assessment period. If necessary, the examination / assessment period will be extended by one day.

    ii. If a 3 hour block of final examinations / assessments is to be rescheduled, the portion of the day to be rescheduled will be added to the last day of the examination / assessment period, or if space does not permit, the examination / assessment period will be extended by one day.

    iii. If two or more days of final examinations / assessments are to be rescheduled, they will be moved to the end of the examination / assessment period in the same sequence as originally scheduled.

    iv. In the event the University reschedules a final exam/assessment, students with pre-scheduled travel plans should contact their course instructor for approval to make alternate examination / assessment arrangements. Proof of travel will be required. All other students are expected to attend their rescheduled examination(s) / assessment(s) on the rescheduled date. Students, who received approval to not attend the rescheduled examination / assessment will

be assigned an Incomplete (I) grade for the course until the final grade can be submitted.

8. **Responsibility of Academic Units**

   a. Academic units have the responsibility to:

      i. Provide a term of course offerings to the Office of the Registrar in accordance with the published Timetable Production Schedule.

      ii. Initiate service course requests with relevant department two weeks prior to the deadline for submission of the term's course offerings to the Office of the Registrar.

9. **Accommodations and/or Modifications to Instructional Spaces**

   a. Instructional employees with a verified need for an accommodation who require modification or reallocation of space may liaise with the Dean's office to work with Human Resources to identify an appropriate room to modify within a Faculty's assigned region of rooms. Human Resources will:

      i. Engage Facilities and Information Technology regarding requirements for accommodation modifications. Facilities and IT will implement the required modifications to the room.

      ii. Inform the Scheduling unit to ensure the scheduling software maintains an inventory of temporary and/or permanent instructional space modifications. The Dean's office may request that Scheduling create a rule within the software that pairs the instructional employee with the modified room on an ongoing basis.

   b. In cases where courses are moved to accommodate classroom maintenance or upgrades, every effort will be made to find a suitable replacement space.

   c. Class scheduling will not accommodate requests submitted in order to allow external teaching opportunities for instructional employees. This will apply to all NR1, NR2 or full time and part time regularized faculty.

C. RELATED POLICY

Refer to Policy AR17 *Academic Schedule and Course Timetables Policy.*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Policy Sponsor: Provost & Vice President Academic
Approving Jurisdiction: Board of Governors, with Senate advice
Policy Developers: Zena Mitchell, University Registrar

	Step(s)	Action(s)	Date(s)	Submission Deadline	Completed
1.	Provost (Policy Sponsor)	Seek endorsement from the Provost to proceed to 6-week public posting.	**September 2018**		☑
		• PUE	**October 17, 2018**	*October 11, 2018*	☑
2.	6-week public posting period	Post finalized draft policy and procedures on the KPU Policy Blog for a 6-week public commenting period.	**October 19 – November 30, 2018**		☑
		• *To SSC on Policy Review for discussion/feedback.*	*November 7, 2018*	*October 31, 2018*	☑
		• *To SSC on Academic Planning & Priorities for discussion/feedback*	*December 7, 2018*	*November 9, 2018*	
3.	Provost (Policy Sponsor)	Seek endorsement from the Provost to proceed to approval process.	*February 21, 2019*		☑
4.	Review feedback, respond to blog comments, and finalize drafts	Review and respond to all posted public comments (if any), finalize draft policy and procedures.			☑
5.	PUE	Seek endorsement from the PUE to proceed to approval process.	**March 14, 2019**	*March 7, 2019*	☑
6.	Senate Standing Committee on Policy Review	To SSC on Policy for recommendation to Senate.	**April 3, 2019**	*March 27, 2019*	☑
7.	Senate	For recommendation to the Board.	**April 29, 2019**	*April 17, 2019*	☑
8.	Board Governance Committee	For recommendation to the Board.	**June 12, 2019**	*May 29, 2019*	
9.	Board of Governors	For final approval.	**June 26, 2019**	*June 14, 2019*	

Consultations/Communication

The following activities related to Draft AR 17 have taken place since the initial drafts were finalized in Oct. 2018*:

DATE	STAKEHOLDERS
October 17, 2018	KFA was notified of draft AR17 in advance of blog posting
October 17	KSA was notified of draft AR17 in advance of blog posting
October 17	Polytechnic University Executive (PUE) consultation
October 19 – November 30	Drafts were posted for consultation to the Policy blog site
October 26	Arts Faculty Council consultation
November 7	Senate Standing Committee on Policy Review consultation. Summary of discussion was posted to the blog site.
November 8	Student Services Council consultation
November 20	All students were sent an email with a link to the blog site, inviting them to provide comment/feedback.
November 29	Design Faculty Council consultation.
December 7	Senate Standing Committee on Academic Planning and Priorities consultation
December 10	Business Faculty Council consultation
December 13	Timetable Advisory Committee consultation
January 18, 2019	ACA Faculty Council consultation
January 22	Science and Horticulture Faculty Council consultation
February 21	Provost consultation

* Prior to finalizing the drafts that were posted to the blog site there were a number of additional meetings that occurred with the Deans, Associate Deans, Timetable Advisory Committee and the Policy Working Group that contributed toward the development of the initial drafts.

Revisions

All comments provided on the blog were reviewed and categorized into various themes. These themes were discussed during the consultations that occurred, and from there, the following revisions were made:

- The proposed 7am start time *for classes scheduled during the standard academic term* has been removed. Note: Trades and Technology maintains the ability to schedule fixed-term courses at 7am, which is why the instructional hours noted in the definitions still includes 7am.
- The range of standard meeting patterns has been expanded.
- Allowance has been made for final exams / assessments to be scheduled beyond what is the current final exam standard meeting patterns for the term.
- Language around the rescheduling of final exams has been clarified.
- Language around accommodations and/or modifications to instructional spaces has been clarified.
- Definitions for have been included for "reading break" and "sections".

Additional Notes

- One of the themes related to the use/allocation of space, which this policy is not meant to address. As a point of clarification, the University Space Policy is the policy that outlines applicable procedures.
- Some comments touched on aspects of the policy / procedures related to requirements previously approved by Senate and have therefore not been provided explicit responses. Examples include term duration and timelines for voluntary withdrawal dates.

- In response to questions about specific dates and deadlines, the dates relevant to students are published online each term at https://www.kpu.ca/registration/dates and operational dates for individuals and/or units involved in the scheduling/timetabling process are published on the Office of the Registrar SharePoint site: https://our.kpu.ca/sites/sa/registrar/SitePages/Home.aspx . In addition, the Senate approved Academic Schedule each term is posted online at: http://www.kpu.ca/registrar/academic-schedule

	Board of Governors	Regular Meeting
KPU	**Agenda Item:**	**#7.6**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Dr. Deepak S. Gupta**

Agenda Item: **Draft Policy and Procedure RS5 *Intellectual Property***

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors approve Policy and Procedure RS5 Intellectual Property as recommended by the Board Governance Committee.**

Board Committee Report:	At its meeting held on June 12 2019, the Board Governance Committee approved Draft Policy and Procedure RS5 Intellectual Property for recommendation to the Board of Governors.
Context & Background:	Unlike other academic institutions, KPU currently lacks a policy framework on intellectual property (IP). As a result, our commitment to research, innovation, scholarship, and experiential learning are impeded. It is important that we have an IP policy framework that fosters a broad range of intellectual activities across KPU, nurtures creativity and collaboration across our campuses, and is in harmony with related laws, agreements, and policies.

A few salient features of the current draft policy and procedure is that these:
(1) harmonize with related laws, agreements (including collective agreements), and university policies;
(2) clarify distinct IP provisions for diverse stakeholders such as students, faculty, support staff, administration, and collaborators; and
(3) take a life cycle approach to IP, from creation to eventual disposition.
(4) contribute to a progressive policy framework, acknowledging open education and open access, as well as traditional knowledge.

The 6-week public posting period on the KPU Policy Blog for draft Policy and Procedure **RS5 *Intellectual Property*** was completed as of April 22, 2019. During the 6-week public posting period from March 11 to April 21, nearly a dozen comments were received on the blog. The following Senate Standing Committees also reviewed the drafts during the 6-week public posting period and provided feedback.

SSC on Research	March 14, 2019
SSC on Policy Review	April 3, 2019
SSC on Teaching and Learning	April 4, 2019

In addition, inputs were received, considered, and incorporated from Academic Council, Faculty Association, and several other stakeholders.

KPU	**Board of Governors** **Regular Meeting** **Agenda Item:** **#7.6** **Meeting Date:** **June 26, 2019** **Presenter(s):** **Dr. Deepak S. Gupta**

The Advisory Task Force on IP Policy[1] met on April 12, 2019 to discuss and consider the feedback received during the 6-week public posting period. Response to the comments have been posted on the comment section for Draft Policy and Procedure RS5 on the KPU Policy Blog. For ease of reference, the list of revisions are outlined in the attached document *RS5 Blog Response and Revisions*.

Key Messages:
[maximum of three]

1. Proposed Policy and Procedures RS5 *Intellectual Property* have been sent to Senate for information on May 27, 2019 as part of the Provost's Report to Senate.

2. Proposed Policy and Procedure RS5 *Intellectual Property* have received endorsement from the Provost (Policy Sponsor) to proceed to the policy approval process.

3. As per Section 27(2)(v) of the *University Act*, the proposed Policy and Procedure RS5 *Intellectual Property* require approval from the Board.

Resource Requirements:

Training materials, legal templates, and guides will be developed in the coming months to ensure a successful implementation of the policy and procedure.

Implications / Risks:

Lack of clarity and understanding on matters related to intellectual property at KPU, and an inability to support and foster a broad range of intellectual activities across the University, nurtures creativity and collaboration across our campuses, and establishes a framework that is in alignment with related laws, agreements, and policies relating to intellectual property.

Consultations:

Following an open call to the University community, an IP Policy Advisory Task force was formed with diverse faculty, student, support staff, and administrative representation (see note below in this section). Chaired by the Associate Vice President (Research), this Task Force met five times from January 30, 2019 to February 22, 219 to develop, discuss, and refine these drafts. During that phase, feedback were also sought from stakeholders and collaborators that included:

- Provost and Vice President Academic
- Kwantlen Faculty Association
- Vice Provost, Teaching and Learning
- Directors of Institutes
- Polytechnic University Executive
- Advisory group on IP

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[1] *The Advisory Task Force on IP Policy includes the following members:* ***Deepak Gupta*** *(AVP, Research),* ***Todd Mundle*** *(University Librarian),* ***Paul Adams*** *(faculty in Biology),* ***Carellin Brooks*** *(faculty in ACP),* ***Victor Martinez*** *(faculty in Product Design),* ***Lincoln Saugstad*** *(Student Rep from Senate Standing Committee on Research),* ***Josephine Chan*** *(Special Assistant to the Provost on Policy and Academic Affairs), and* ***Cathy Parlee*** *(Research Services Coordinator, Office of Research Services).*

- External IP law experts
- Natural Sciences and Engineering Research Council of Canada

Attachments:
1. Draft Policy RS5 Intellectual Property
2. Draft Procedure RS5 Intellectual Property
3. RS5 Blog Response and Revisions
4. Policy Timeline RS5 Intellectual Property

Submitted by: *Dr. Deepak S. Gupta, Associate Vice President Research*

Date submitted: *June 14, 2019*

Policy History	
Policy No.	
RS5	
Approving Jurisdiction:	
Board of Governors	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	

Intellectual Property
Policy

A. CONTEXT AND PURPOSE

1. Kwantlen Polytechnic University (the University) is committed to teaching, learning, scholarship, and research. To fulfil its vision, mission, and mandate, the University encourages the creation, distribution, and utilization of the outcomes of intellectual endeavours by University Members. While doing so, it ensures that the interests of the University and its Members are safeguarded.

2. The University's strategic plan notes that innovation, scholarship, and research benefit itself, students, and society. The University's Academic Plan prioritizes student success, teaching excellence, research, internationalization, open education, indigenization, and graduate studies, among other goals.

3. Consistent with its commitment to academic freedom, the University preserves the rights of Creators and owners during the creation, distribution, and utilization of these outcomes, and when collaborating with third parties concerning intellectual property (IP).

B. SCOPE AND LIMITS

1. This policy applies to all University Members. It also affects contractors to the University who supply their services under a Contract for Services.

2. This policy does not apply to IP created by University Members through Independent Effort.

3. This IP policy and related procedure shall be interpreted in harmony with up-to-date versions of related legislation, agreements, and policies, as they may be amended time to time.

C. STATEMENT OF POLICY PRINCIPLES

Through this policy and related procedure, the University:

1. Fosters creativity, innovation, and other intellectual endeavours by University Members across the University;

2. Encourages dissemination of knowledge for the benefit of the University Members and for the broader society;

3. Educates and informs University Members in dealing with IP, and identifies resources to guide them regarding their rights and responsibilities;

4. Reaffirms IP rights for University Members, and clarifies guidelines and processes for the ownership, protection, disclosure, utilization, and disposition of IP;

5. Enables collaboration with, and funding from, industry, government, and community partners;

6. Provides for continuity of teaching in the cases of personnel changes, and affirms continued access by University and its Members to use educational materials;

7. Ensures compliance with applicable statutory, regulatory, and common law, and allows for both the University and its Members to meet legal commitments and obligations; and

8. Enables the interests of the University and University Members to contribute to economic prosperity, social inclusion, and environmental sustainability.

D. DEFINITIONS

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

E. RELATED LEGISLATION, AGREEMENTS, AND POLICIES

Related Legislation Include
  (1) University Act
  (2) Patent Act
  (3) Copyright Act
  (4) Trade-Marks Act
  (5) Industrial Design Act
  (6) Integrated Circuit Topography Act
  (7) Plant Breeders' Rights Act

Related Agreements Include
  (1) Agreement on the Administration of Agency Grants and Awards by Research Institutions
  (2) Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association
  (3) Collective Agreement between Kwantlen Polytechnic University and the BC Government and Service Employees Union
  (4) Terms and Conditions of Employment for Administrative Employees

  Canada has joined several international IP treaties. Please see Canadian Intellectual Property Office page at http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/wr02322.html#iptreaties

Related Policies Include
  (1) BP5 Use of University Property / Procedures
  (2) AC8 Principles of Academic Freedom and Responsibility
  (3) GV6 Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images
  (4) HR1 Conflict of Interest / Procedures
  (5) IM1 Copyright Compliance / Procedures
  (6) IM2 Freedom of Information and Protection of Privacy
  (7) IM4 Confidentiality / Procedures
  (8) ST2 Student Academic Integrity / Procedures
  (9) ST7 Student Conduct (Non-Academic) / Procedures
  (10) RS2 Integrity in Research and Scholarship / Procedures
  (11) Employee Code of Conduct

F. RELATED PROCEDURE

Refer to RS5 *Intellectual Property Procedure.*

	Policy History	
	Policy No.	
	RS5	
	Approving Jurisdiction:	
	Board of Governors	
	Administrative Responsibility:	
	Provost and Vice President Academic	
	Effective Date:	

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Intellectual Property
Procedure

A. DEFINITIONS

1.	Assignment:	The transfer of all or part of the IP rights from the one party (normally the owner) to another party.
2.	Background IP:	All IP first conceived and reduced (actually or constructively) to practice outside of the scope of a project and know-how, such as IP owned, directly or indirectly, or licensed by a party prior to the commencement of the project.
3.	Commercialization:	Activities undertaken to assign or license IP to external parties for the purpose of wider dissemination, further research and development, and/or commercial deployment leading to reputational benefits and revenue for the University or the University Member (or both).
4.	Confidential Information:	Information that must be safeguarded and protected from unauthorized disclosure by a receiving party. It includes trade secrets, personal information, business information, proprietary information, and health information.
5.	Consideration:	In the context of agreements, means the bargain or exchange between the parties. Examples include money paid in exchange for something, such as permission to use IP in certain ways (as in a Licensing Agreement or when a student receives income under an employment contract with the University), and exchanges of promises, such as the promise of release time from usual duties granted by the institution, given in exchange for the creation of teaching materials.
6.	Creator(s):	Person(s) who create IP and who qualifies as creator(s) pursuant to the relevant law: e.g. an "inventor" under the Patent Act, or an "author" under the Copyright Act.
7.	Course of Employment:	As used in relation to ownership of IP (notably the Copyright Act), refers to whether the work product in question is connected in some manner to the University Member's general and ancillary duties as an University employee, including whether the work product is a component of the employee's job description or the production of such work product resulted from the performance of the employee's duties. The preceding is a description rather a definition, as the phrase requires a highly fact-

		dependent and contextual analysis for a given situation.
8.	Faculty Member:	A member of the Kwantlen Faculty Association.
9.	Foreground IP:	All IP first conceived or first reduced to practice (actually or constructively) under a project agreement.
10.	Independent Effort:	With respect to IP, means that IP was created by a University Member outside of their employment with the University and without using University Resources.
11.	Infringement:	Breach of another person's IP rights.
12.	Intellectual Property (IP):	A collective term for property arising as creations of the human intellect and protected by legal rights in: a. The Patent Act, which concerns useful inventions (meaning any new or useful art, process, machine, manufacture or composition of matter, or any useful improvement thereof). b. The Copyright Act, which concerns a large variety of works, including literary (i.e. written), musical, dramatic, and artistic (paintings, sculptures, etc.) works, and performances, broadcasts, and sound recordings; as well as moral rights. c. The Trade-Mark Act, which concerns distinguishing marks used in connection with specific products and services, so that one may know the source or origin of the product or service. d. Integrated Circuit Topography Act, which concerns the design of interconnections for making integrated circuit topography and the integrated circuit products that incorporate those designs. e. Industrial Design Act, which concerns certain original configurations, shapes, patterns or ornamentation which are applied to a useful article of manufacture and which appeal to the eye. f. Plant Breeders Rights Act, which concerns new crop or plant varieties. For the purposes of this policy, the term IP will exclude the following rights sometimes included in the term IP: confidential information, personality rights, privacy, and domain names.
13.	License:	The grant of the right to use an IP right, usually granted by the owner (called licensor) to another party (called licensee). A license does not transfer title to IP right, as in the case of an Assignment, but it may limit the remaining rights of the owner to use the IP. Licensing ought to be subject to a variety of terms and conditions specified in the Licensing Agreement.
14.	Licensing Agreement:	An agreement between the licensor (usually the owner of IP) and the licensee that permits the latter to use the IP in certain ways, subject to terms and conditions or benefit from rights.
15.	Material Transfer Agreement:	A contract that governs the transfer of one or more materials from the owner or authorized licensee to another party for research purposes. Materials may include cultures, cell lines, plasmids, nucleotides, proteins, bacteria, transgenic animals, pharmaceuticals and other chemicals.
16.	Public Disclosure:	Any written or oral disclosure of any data or information to any person not under a contractual or fiduciary obligation of confidentiality.

17.	Student:	A person who is registered in credit courses at the University or has commenced studies in non-credit courses at the University and has maintained his/her eligibility to register.
18.	University Member:	A member of the University community, and includes University employees, students, and post-doctoral fellows.
19.	University Property/Resources:	Has the same meaning as given the term in Procedure HR1.
20.	Usage Rights:	Mean, depending on the context, one of the following: (a) The exclusive rights granted to the creator or owner of IP, by the applicable IP law. For example, a patent gives the patent holder(s) the exclusive right to make, use or sell any product or process that incorporates the patented invention. (b) The statutory rights granted by the applicable IP law to non-owners of IP to use IP without the IP's creator's or owner's prior permission. E.g., fair dealing is a user right granted to non-owners of copyrighted works to use copyrighted works in certain circumstances. (c) The rights granted to a non-owner under an agreement to use IP, such as a Licensing Agreement

B. PROCEDURES

1. Background

a. British Columbia's *University Act* gives the University the power to require, as a term of employment or assistance, that a person assign to the Board of Governors an interest in specific IP or other proprietary right resulting from an invention made through use of specified University supports or made in the course of or connected to that person's duties or employment.

b. The *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association* has provisions for ownership and mutual licensing of specific forms of IP created by Faculty Members during their employment with the University. The *Terms and Conditions of Employment for Administrative Employees* addresses ownership of IP associated with the University created by administrative (including excluded) employees. The *Collective Agreement between the University and the BC Government and Service Employees Union* contains no explicit provisions specific to IP.

c. The federal *Agreement on the Administration of Agency Grants and Awards by Research Institutions* requires that the University shall comply with its responsibilities in accordance with all relevant Tri-Agency policies, including policies specific to IP.

d. Specific to copyright, the Canadian *Copyright Act* provides for the ownership of copyright to be vested in the employer when works are created in the course of employment, except where agreement to the contrary exists, such as the *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association*. Canada also adheres to two international copyright conventions; the Berne Convention and the Universal Copyright Convention. Under these conventions, persons protected by copyright under the Canadian

Copyright Act are entitled to standards of copyright protection in over ninety countries.

2. General

a. The University encourages all University Members to clarify, plan, and formalize provisions related to ownership, protection, disclosure, utilization, and disposition of IP at the very outset of any undertaking that may result in IP. Having clarity at the outset will help identify the most effective strategy to achieve desired outcomes for the University, University Members and external collaborators. It will also reduce the potential for conflicts or misunderstandings.

b. The University designates the Office of the Associate Vice President, Research as a resource for University Members on IP related to research and scholarship.

c. The University designates the Office of the Vice Provost, Teaching and Learning as a resource for University Members on IP related to teaching and learning.

d. The Office of the University Librarian (copyright@kpu.ca) serves as a resource on copyright compliance, in accordance with the Copyright Compliance Policy.

e. The University designates the Office of the Associate Vice-Provost, Open Education as a resource for University Members on open educational resources.

f. Students can also find resources on IP matters on the Student Rights and Responsibilities portal (www.kpu.ca/srr).

3. Ownership

a. Ownership of IP created by University Members will be determined in accordance with the University Act, the relevant statutory, regulatory, and common law, and the applicable agreements (e.g. collective agreements and employment agreements) with the University.

    i. Students

        1) Students own the IP that they create (including assignments, projects, papers, theses, dissertations, and examinations submitted to the University for evaluation) during their term at the University for which they have not received any Consideration, such as employment income.

        2) Where Students are employed by the University or perform work under an agreement with the University, and the Student creates IP in the course of that employment or engagement, IP ownership will be determined in accordance with the relevant law and the terms of their agreement. See subsections ii. through vii. below.

    ii. Faculty Members

        1) The ownership of patents and copyright created or developed by Faculty Members shall be resolved in accordance with the Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association, especially Article 18.02 as of the effective date of this Policy.

2) The ownership and use of trademarks, industrial designs, integrated circuit topographies and plant breeders' rights created or developed by Faculty Members may be resolved in keeping with the principles established in the Collective Agreement at Article 18.02.

iii. Support Staff

1) As of the effective date of this Policy, the Collective Agreement between the University and the BC Government and Service Employees Union does not have any provisions specific to IP, which by operation of law means that, generally, IP developed by employees in the course of their employment is owned by the University.

iv. Administrative Employees

1) For greater certainty, Administrative Employees includes excluded employees.

2) As of the effective date of this Policy, the *Terms and Conditions of Employment for Administrative Employees* provide (at Article 30, effective November 2018) that the University owns IP created by employees who are not Faculty Members that is designed, written, created, constructed or invented in any of the specified ways unless otherwise agreed in writing by the President of the University.

3) For Administrative Employees covered under the *2010 Policies Concerning Working Conditions, Salaries, Benefits and Retirement Provisions for Administrative Employees* (Administrative Work Conditions), the provisions of Article 19 titled Copyrights under Part II: Working Conditions shall be used to determine ownership of copyrighted materials.

v. Other Employees

1) For all other employees (e.g. employees on casual service contracts and post-doctoral fellows), unless their employment agreements set out terms concerning IP, by operation of law, generally, IP developed by these employees in the course of their employment is owned by the University.

vi. Contractors

1) Any contractor providing goods or services to the University must warrant them to be free of any Infringements of IP.

2) Procurement agreements with contractors must include all necessary Usage Rights to the IP associated with the supplied goods and services.

vii. Visiting Scholars

1) Ownership and Usage Rights to IP developed at the University by visiting scholars such as researchers, educators, or students from other organizations shall be clarified through a written agreement prior to their arrival at the University.

      viii.   Collaborations

1) Given that IP frequently results from collaborations amongst University Members, or amongst University Members and external persons, the University encourages all parties to sign a written agreement amongst themselves at the very outset, clarifying respective rights and responsibilities related to both Background IP and Foreground IP in accordance with this IP policy framework and applicable laws.

2) For greater certainty, the University makes no claim to ownership of Background IP belonging to other individuals or organizations that collaborate with the University.

3) To avoid Infringement, agreements between the University and other parties should grant Usage Rights to Background IP as may be necessary to facilitate collaboration.

4) Confidential Information belonging to the University and/or other parties may be protected through Non-Disclosure Agreements in a form approved by the Office of General Counsel.

5) Research materials belonging to the University and/or other parties may be protected through Material Transfer Agreements in a form approved by the Office of General Counsel.

6) Funding organizations may require specific IP provisions as a condition of providing funding. University Members who choose to pursue such funding must ensure that any written agreement complies with this IP policy framework in addition to requirements identified by those funding organizations.

b. For greater certainty, the University makes no claim to IP owned by University Members prior to their studies or employment with the University, or created through Independent Effort.

4. Recognitions

a. All Creators should receive appropriate recognition for their contributions. The recognition will be consistent with the norms appropriate to their discipline and/or sector.

b. Specifically, the Integrity in Research and Scholarship Policy and Procedure addresses recognitions in the context of research and scholarly activities.

c. University Members who create IP have the right to summarize their non-confidential work on their resumes, portfolios, or curriculum vitae.

d. University Members who invent are required to be recognized as Inventors on any application filed to patent their invention.

5. Protection and Disclosure

a. University Members are encouraged to secure protection of IP they create prior to making any Public Disclosure. This applies whether the IP is owned by the University or by the University Members.

b. The University will be responsible for the protection and enforcement of any IP that it owns, including all costs of registration, maintenance, and bringing infringement actions.

c. University Members are responsible for the protection and enforcement of any IP that they own, including all costs of registration, maintenance, and bringing infringement actions.

d. Copyright

  i. Pursuant to the terms of the Copyright Act, copyright protection is automatic for eligible works in Canada. Eligible works includes computer software and compilations, including databases.

  ii. While a notice is not required to enforce copyright in Canada, the University encourages University Members to follow the notice provisions set out in Universal Copyright Conventions by marking their copyrighted works with the international copyright symbol ©, the date of first publication (or date of creation for an unpublished work) and the name of the copyright owner(s), e.g.: "© 2019, Kwantlen Polytechnic University".

  iii. University Members are encouraged to submit a copy of their copyrighted work in an appropriate repository operated or endorsed by the University, such as Kwantlen Open Resource Access (KORA) or Kaltura. University Members may note that submitting to an open repository may limit the author's ability to publish the same work in another medium. University Members are encouraged to consult with the Office of the University Librarian to determine and label with appropriate open licenses (e.g. Creative Commons) to enable wider reuse of their work while imposing certain conditions on its reuse.

  iv. University Members are encouraged to consult with the Office of the University Librarian to determine and label works which contain or are derived from Traditional Knowledge of Indigenous Peoples, as set out in Articles 11 and 31 of the United Nations Declaration on the Rights of Indigenous Peoples, as such works may likewise be subject to restrictions on reuse.

e. Patents

  i. Unlike copyrights where protection is automatic, patent protection for inventions in Canada and many other jurisdictions is possible only through successful registration with the appropriate agency.

  ii. Inventors should be aware that Public Disclosure, such as publication (including posting to a publicly available website) or presentation of an invention triggers deadlines for registration.

  iii. University Members who invent are encouraged to file an Invention Disclosure Form with the University to be considered for patent protection.

6. **Utilization and Disposition**

a. University Members must ensure that appropriate Usage Rights have been secured for any IP they use for University purposes (e.g. teaching materials, software licenses etc.).

b.   The University may license or assign IP it owns to other organizations through a written agreement while preserving rights of University Members associated with that IP, and fulfilling all related legal commitments and obligations.

c.   Regardless of ownership, in accordance with University's Collective Agreement with the Kwantlen Faculty Association, both the University and the Faculty Members who create copyrighted materials enjoy certain perpetual rights to use these materials, as well as amend and update them, as currently provided for in Articles 18.02(b)-(c).

d.   University Members are free to license or assign any IP they own while preserving the rights of the University associated with that IP, and fulfilling all related legal obligations and commitments.

e.   Specific to trademarks, the usage of University-owned trademarks is governed by the Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images Policy (GV6).

7.   Publication and Dissemination

a.   The University is committed to the open exchange of ideas and to the right of University Members to publish, communicate, and disseminate their research and scholarship.

b.   University Members are encouraged to publish (with appropriate delay to allow for IP protection where needed) while ensuring compliance with all applicable University policies, commitments, and obligations.

c.   University Members are encouraged to create and adapt open education resources, publish in open access outlets (including by submitting pre-prints to KORA or another open repository, as permitted by scholarly journals or as required by funders) and adopt open science practices (e.g. pre-registering hypotheses and data analysis plans or sharing research data or materials in an open repository) to maximize access and impact.

8.   Commercialization

a.   University Members are free to commercialize IP they own in accordance with the following:

   i.   All University Members must comply with the University's Conflict of Interest Policy framework. They must minimize any potential for real or perceived conflict of interest, including by separating their private interests from University work. Any real or perceived conflict of interest must be promptly disclosed to the University.

   ii.   The University may require suitable measures to mitigate such conflicts in accordance with the Conflict of Interest policy framework.

   iii.   Should the University Member desire to collaborate with the University for Commercialization, including seeking continued access to University Resources, the University Member may be considered on the same basis as any other industry or community partner.

iv.   The University designates the Office of Associate Vice President, Research as a resource for IP matters in industry and community partnerships.

9. Exceptions

a.   Any exceptions to this Procedure must be approved by the Provost in writing.

C. RELATED POLICY

RS5 *Intellectual Property Policy*

D. RELATED FORMS AND TEMPLATES

Non-Disclosure Agreements
Invention Disclosure Form (new)
Model Permission Letter (new)
Term Sheet template (new)
Licensing Agreement (new)
Assignment Agreement (new)
General Services Agreements

6-week public posting period

The 6-week public posting period on the KPU Policy Blog for draft Policy and Procedure **RS5** *Intellectual Property* was completed as of April 22, 2019. During the 6-week public posting period from March 11 to April 21, nearly a dozen comments were received on the blog. The following Senate Standing Committees also reviewed the drafts during the 6-week public posting period and provided feedback.

SSC on Research	March 14, 2019
SSC on Policy Review	April 3, 2019
SSC on Teaching and Learning	April 4, 2019

In addition, inputs were received, considered, and incorporated from Academic Council, Faculty Association, and several other stakeholders.

Response on the KPU Policy Blog

The Advisory Task Force on IP Policy[1] met on April 12, 2019 to discuss and consider the feedback received during the 6-week public posting period. A document with responses to the comments has been posted on the comment section for Draft Policy and Procedure RS5 on the KPU Policy Blog. For ease of reference, the list of revisions are outlined in the next section below.

Revisions

As a result of the blog comments and feedback received from the Senate Standing Committees (see above), the Kwantlen Faculty Association, the Advisory Task Force on IP Policy, IP lawyers, and other stakeholders, the following amendments have been made:

Policy Document
- Acknowledgment of open access, open education, and indigenization (A.2)

Procedure Document
- Definition of "Consideration" has been clarified to include instances of a student receiving income under an employment contract with the University in the context of agreements.
- Added description of "Course of Employment" in relation to ownership of IP (the Copyright Act).
- Clarified the definition of "Independent Efforts": that IP was created by a University Member outside of their employment with the University and without using University Resources.
- Corrected the title of Associate Vice Provost, Open Education in B.2.e.
- In B.3.a, Clarified that the laws also included regulatory law, and that the applicable agreements include employment/collective agreements.
- Replaced "Section" with "Article" when referencing Article 18.02 to ensure alignment and consistency with the Collective Agreement.
- Added "Other Employees" as a new category of University Members under B.3.a.v., and "Visiting Scholars" under B.3.a.vii.

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[1] *The Advisory Task Force on IP Policy includes the following members: **Deepak Gupta** (AVP, Research), **Todd Mundle** (University Librarian), **Paul Adams** (faculty in Biology), **Carellin Brooks** (faculty in ACP), **Victor Martinez** (faculty in Product Design), **Lincoln Saugstad** (Student Rep from Senate Standing Committee on Research), **Josephine Chan** (Special Assistant to the Provost on Policy and Academic Affairs), and **Cathy Parlee** (Research Services Coordinator, Office of Research Services).*

Blog Response and Revisions
Draft RS5 *Intellectual Property* (rev. May 10, 2019)

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- Clarified that legal templates approved by the Office of General Counsel for confidential information that is to be protected through Non-Disclosure Agreements or research materials that is to be protected through Material Transfer Agreements will be used.
- Clarified that the University makes no claim to IP owned by University Members prior to their studies or employment with the University, or created through Independent Effort (B.3.b)
- Addition of B.5.d.iv in Procedure relating to works containing or are derived from Traditional Knowledge of Indigenous Peoples.
- Replaced "Inventions" with "Patents" (B.5.e)
- Clarified that the Office of AVP Research will acts as a resource for IP matters in industry and community partnerships (B.8.a.iv)

Next Steps

The final draft Policy and Procedure RS5 *Intellectual Property* will be sent to the following for information:
- Senate Standing Committee on Teaching & Learning (May 2019)
- Senate Standing Committee on Research (May 2019)
- Senate (May 27, 2019)

The final draft Policy and Procedure RS5 *Intellectual Property* will be presented to the following for final approval:
- Board Governance Committee (June 12, 2019)
- Board of Governors (June 26, 2019)

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KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Policy Sponsor: Provost and Vice President Academic
Approving Jurisdiction: Board of Governors (*University Act 27 (2)(v)*)
Policy Developer: Associate Vice President, Research

	Step(s)	Action(s)	Date(s)	Submission Deadline
1.	Formalize the Advisory Task Force for IP Policy. Solicit feedback from stakeholder group(s) on draft policy and procedure. Finalize draft policy and procedure.	Consult with stakeholder groups: Academic Council, Institute Directors, KFA, key members of PUE, IP Policy Task Force, Legal Counsel.	January 15 – March 1, 2019	
2.	Provost	For endorsement to proceed to PUE.	March 4 – March 8, 2019	
3.	PUE	For endorsement to proceed to public posting.	March 4 – March 8, 2019	
4.	KPU Policy Blog (6-week public posting) For discussion/feedback:	6-week public posting period on KPU Policy Blog. Respond to comment(s), if any. Senate Standing Committee on Research Senate Standing Committee on Policy Review Senate Standing Committee on Teaching & Learning	March 11 - April 21, 2019 March 14, 2019 April 3, 2019 April 4, 2019	*March 11, 2019* *March 27, 2019* *March 27, 2019*
5.	Finalize draft policy and procedure.	Finalize draft policy and procedure and incorporate feedback where appropriate.	April 22 – April 26, 2019	
6.	Provost (Sponsor)	For endorsement to proceed to PUE.	April 29 - May 1, 2019	
7.	PUE	For endorsement to proceed.	May 10, 2019	May 2, 2019
8.	Senate Standing Committees (for information)	Senate Standing Committee on Teaching & Learning	Electronically	
		Senate Standing Committee on Research	Electronically	
9.	Senate	*For information.*	May 27, 2019	May 16, 2019
10.	Board Governance Committee	For recommendation to Board for approval.	June 12, 2019	May 29, 2019
11.	Board of Governors	For final approval.	June 26, 2019	June 14, 2019

Board of Governors   **Regular Meeting**
Agenda Item: **#9.1**
Meeting Date: **June 26, 2019**
Presenter(s):   **Dr. Alan Davis**

Agenda Item:	**Appointment to the Search Advisory Committee for the Vice President, Students**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors appoint incoming student Board member, Samantha Jack to serve as the student board representative on the Vice President, Students Search Advisory Committee as recommended by the Board Governance Committee.**

Board Committee Report:	At its meeting held on June 12, 2019, the Board Governance Committee recommended that the Board of Governors appoint Samantha Jack to serve as the student board representative on the Vice President, Students Search Advisory Committee.
Context & Background:	The search for the Vice President, Students will begin in Fall 2019 with the intention of providing a recommendation to the President and the Board of Governors by January, 2020.
Key Messages:	1. **Policy and Procedures HR 20, *Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions* oversees the selection of candidates for the position of Vice President, Students.** 2. **Policy HR20 requires one student Board member, appointed by the Board serve on the search advisory committee.** 3. **Samantha Jack has volunteered to serve on the committee.**
Consultations:	Both student board members were consulted and mutually agreed on Samantha Jack serving on the committee.
Attachments:	Policy HR 20 Procedures HR20
Submitted by:	Dr. Alan Davis, President and Vice Chancellor
Date submitted:	June 14, 2019

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#9.2**
	Meeting Date:	**June 26, 2019**
	Presenter(s):	**Dr. Alan Davis**

Agenda Item:	**Appointment to the Search Advisory Committee for the Associate Vice President, International**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Board of Governors appoint Samantha Jack as student Board member representative to the Associate Vice President, International Search Advisory Committee.**

Board Committee Report:	At its meeting held on June 12, 2019, the Board Governance Committee recommended that the Board of Governors appoint a student board representative on the Associate Vice President, International Search Advisory Committee.
Context & Background:	The search for the Associate Vice President, International will begin in Fall 2019.
Key Messages:	1. The process for the search and appointment of a Associate Vice President, International will follow Policy HR 20 *Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions*, which includes the establishment of a "search advisory committee' as prescribed in the Appendix to the HR 20 Procedures. 2. The Advisory Committee shall be chaired by the Provost & Vice-President, Academic and shall consist of "one student Board member appointed by the Board". 3. Provost & Vice-President, Academic is seeking one student Board member appointment to the search advisory committee.
Consultations:	Both student board members were consulted and mutually agreed on Samantha Jack serving on the committee.
Attachments:	Policy HR 20 Procedures HR20
Submitted by:	Dr. Alan Davis, President and Vice Chancellor
Date submitted:	June 14, 2019

	Board of Governors	**Regular Meeting**
	Agenda Item:	#10
	Meeting Date:	June 26, 2019
	Presenter(s):	Dr. Alan Davis

Agenda Item: **Policy & Procedure SR14 Sexual Violence and Misconduct – proposed revisions**

Action Requested:	☐Motion to Approve ☐Discussion ☒Information ☐Education

Recommended Resolution:	N/A

Board Committee Report:	N/A

Context & Background:

On May 19, 2016, the Government of British Columbia passed the *Sexual Violence and Misconduct Policy Act* in an effort to make campuses safer and more responsive to the needs of victims/survivors of sexualized violence and sexual misconduct. The *Act* requires every BC post-secondary university, college and institute to develop, implement and make publicly available on the institution's website, a sexual misconduct policy. SR14, KPU's Sexual Violence and Misconduct Policy was approved by the Board of Governors on April 22, 2017. Section 6(2) of the *Sexual Violence and Misconduct Policy Act* instructs:

Each year, the president of a post-secondary institution must report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy.

The following report has been drafted by the President's Advisory Committee on Sexual Violence and Misconduct to inform the President and Board of Governors of policy-related implementation activities that have taken place over the past year.

Key Messages:

1. The major activities undertaken from May 2018 to May 2019 fall into the following four categories: Policy alignment and review, infrastructure, strengthening process and practice, and education and awareness training.

2. In order to sustain this work the President's Advisory Committee on Sexual Violence and Misconduct is recommending they remain in place for one more year, through to spring 2020.

Resource Requirements:

BC's *Sexual Violence and Misconduct Policy Act* instructs that each year the president of a post-secondary institution must report to the governing body on

the implementation of the post-secondary institution's sexual violence misconduct policy.

Implications / Risks:	The filing of this report is in compliance with the *Sexual Violence and Misconduct Policy Act*
Consultations:	Required under BC's Sexual Violence and Misconduct Policy Act. This report has been drafted by the President's Advisory Committee on Sexual Violence and Misconduct.
Attachments:	Annual Report
Submitted by:	Dr. Jane Fee, Vice Provost Students
Date submitted:	May 10, 2019

Report to the Board of Governors

On the Implementation of the Sexual Violence and Misconduct Policy

Draft

President's Advisory Committee on Sexual Violence and Misconduct | May 2019

On May 19, 2016, the Government of British Columbia passed the *Sexual Violence and Misconduct Policy Act* in an effort to make campuses safer and more responsive to the needs of victims/survivors of sexualized violence and sexual misconduct. The *Act* requires every BC post-secondary university, college and institute to develop, implement and make publicly available on the institution's website a sexual misconduct policy. KPU's Sexual Violence and Misconduct Policy (SR14) was approved by the Board of Governors on April 22, 2017.

Section 6(2) of the *Sexual Violence and Misconduct Policy Act* instructs:

> *Each year, the president of a post-secondary institution must report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy.*

The following report has been drafted by the President's Advisory Committee on Sexual Violence and Misconduct to inform the President and Board of Governors of policy-related implementation activities that have taken place over the past year.

The President's Advisory Committee on Sexual Violence and Misconduct is currently comprised of:

> Jane Fee, Vice Provost, Students (Chair)
> Jennifer Jordan, Director, Student Rights and Responsibilities
> Phil Goulet, Chief Safety Officer
> Deborah Carmichael, Interim Director, People Relations

The major activities undertaken by the Committee from May 2018 to May 2019 fall into the following four categories:
1) Policy alignment and review
2) Education and awareness training
3) Infrastructure
4) Strengthening process and practice

SR14's Procedures stipulate that the President's Advisory Committee on Sexual Violence and Misconduct will remain active to provide ongoing oversight of the Policy and Procedures for one year following approval. The next annual review of the Procedures will commence in 2020. In order to sustain this work, the President's Advisory Committee on Sexual Violence and Misconduct is recommending the Committee remain in place until the end of this next review.

1. POLICY ALIGNMENT AND REVIEW

Policy SR14 lays out the principles and general procedures for how sexual violence and misconduct is dealt with at KPU. The Policy aligns with already existing policies relating to investigations of student and employee conduct (ST7 and HR21), as well as the collective agreements with the BCGEU and KFA. Additional related policies and legislation are identified in the Policy.

As per the *Act*, KPU's Sexual Violence and Misconduct Policy must be reviewed at least once every three years or as directed by the Minister of Advanced Education. In order to ensure commitment to best

practices, SR14 includes a procedural requirement of reviewing the Procedures annually for the first three years following approval.   The first procedural review is now complete and some minor revisions were put forward to the Polytechnic University Executive, including the addition of Policy HR1 Conflict of Interest to the list of related policies.

The following stakeholders were consulted during the review and update of Policy and Procedures SR14:

Stakeholders	Feedback	Date
President's Advisory Committee on Sexual Violence and Misconduct	Minor changes based on testing the policy throughout the year.	May 2018 through March 2019
Kwantlen Student Association	Minor wording changes put forward for consideration.	July 16, 2018
Kwantlen Faculty Association Labour Management Relations Committee	No changes suggested.	October 29, 2018
Kate Rossiter, Research & Projects Manager, Ending Violence Association of BC	Provided an updated webpage link and put forward a suggestion for consideration regarding inclusion of victim service worker information.	February 1, 2019
KPU BCGEU Labour Management Relations committee	No changes suggested.	February 15, 2019

The Advisory Committee has considered all feedback provided by the above groups and made minor changes to the Procedures of SR14. These changes were reviewed and agreed to by the President at the Polytechnic University Executive of May 10, 2019.

2. EDUCATION AND AWARENESS TRAINING

To date, the Student Rights and Responsibilities office has presented information to over 1,400 employees and students. Presentations have been given at the AGMs/Faculty of the Whole meetings for all Faculties except the Wilson School of Design. Presentations have been given to students in classes of criminology, Access Programs for People with Disabilities, Bachelor of Psychiatric Nursing, and Millwright and at the Bachelor of Science in Nursing and Education Assistant Program orientation sessions. The Student Rights and Responsibilities Office has also presented to: Facilities Leadership team, Human Resource Services, Academic Council, Security, Student Services Council, Student Services Townhall, President's Diversity and Equity Committee, Faculty of Arts Dean's Office team, Divisional Business Managers, Criminology Department Chairs and the Acupuncture Diploma Program faculty.

Human Resources sponsored a Sexual Harassment Awareness and Prevention workshop and the Student Rights and Responsibilities team were among the participants.

The Student Rights and Responsibility Office has longer-term plans to develop online training and partner with Human Resources to have training modules become part of new employee onboarding.

KPU's current framework for education and awareness programming relating to sexual violence provides for three types of training:

1) How to receive a disclosure,
2) Bystander awareness, and
3) Consent and healthy relationships.

In the summer of 2018, three training modules (that can be custom-designed for specific audiences) were developed for all members of the University.

In early fall of 2018, the first training sessions on "How to receive a disclosure" were launched across the University. Presentations were made to various employee groups and the New Student Orientation student-leaders received training to present mini-workshops to new students.

All three workshops were presented in late fall 2018 and early spring 2019 at all four campuses. The Student Rights and Responsibility Liaisons were invited into classrooms to present to students, and participated in various KPU events to promote the office to the university community. The Liaisons are available to present to various audiences on all the topics and have engaged with the majority of the university community at this point.

3. INFRASTRUCTURE

The University created a Student Rights and Responsibility Office within Student Services in May 2018. The Office has a broad mandate that includes administering Policy SR14 and providing support to the university community on sexual violence and misconduct. The Office is staffed with a Director and two Student Rights and Responsibilities Liaisons. The Director served in an Interim role from May to December 2018 and is now in the role permanently. The two Liaisons were hired in July 2018, one being in an Interim role until the Director position was filled; in March 2019, the second Liaison became permanent. The focus in 2018 was on hiring, onboarding, training and the overall establishment of the Student Rights and Responsibility Office within KPU.

The Student Rights and Responsibility Office works in collaboration with other units across KPU to provide education and awareness programming, and serves as a conduit to community resources and organizations with expertise in sexual and domestic violence, health, and community support. The Office employs a victim-centered/trauma-informed approach as per the guiding principles of the Policy.

The Student Rights and Responsibility Office manages a webpage specific to Sexual Violence and Misconduct available at www.kpu.ca/sexual-misconduct.

4. STRENGTHENING PROCESS AND PRACTICE

The Student Rights and Responsibilities Office works closely with Human Resource Services regarding any reports or incidents that involve employees. The Director, as a member of the President's Advisory Committee, provides incident debriefs to the Committee in an effort to continually improve business processes. Other stakeholders have been included in debrief meetings as necessary, in response to reports / incidents, in keeping with the commitment to establishing a safe and respectful learning and working environment for members of the university community.

As expected, there has been an increase in reported disclosures from students, often related to historical events, and the Student Rights and Responsibilities Office has been working through

accommodations for students as per policy. The Student Rights and Responsibilities Office views this increase as a positive indication of increased awareness that KPU is a safe and supportive space, in alignment with this Policy and Vision 2023.

The Director was a member of a short-term Post-Secondary Sexual Violence and Misconduct Working Group formed by the Ministry of Advanced Education, Skills and Training to aid in the development of a draft SVM Action Plan Framework. The draft SVM Action Plan Framework was completed by January 31, 2019 for consideration by the Minister. An outcome from this plan is that The Ministry of Advanced Education, Skills and Training will be hosting a two-day forum to further support the work being done at BC's post-secondary institutions to prevent sexual violence and create safer campuses. The forum will include post-secondary institutions, students and community organizations. The Director is currently a member of the SVM Forum Working Group and KPU Richmond will host this event taking place June 4-5, 2019.

In addition to the Director's work with the Ministry working groups, all employees of the Student Rights and Responsibilities Office undertake specialized training as available, participate in community-based workshops, and strive to remain aware of initiatives / discussion / debate occurring provincially and nationally. This fits with our mandate of staying informed of current trends and best practices in this field in support of strengthening our process and practice.

	Board of Governors	Regular Meeting
	Agenda Item:	#15
	Meeting Date:	June 26, 2019
	Presenter(s):	Dr. Alan Davis

Agenda Item: **Election of Representatives to the University Board and Senate Rules and Regulations**

Action Requested:	☐Motion to Approve ☐Discussion ☒Information ☐Education

Recommended Resolution:	N/A

Senate Committee Report:	On May 6, 2019, the Senate Governance and Nominating Committee recommended that Senate approve the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations as presented.
Context & Background:	The *University Act* contains the following: ***Part 9 — Nominations, Elections and Voting*** ***Rules for elections*** ***43*** *(1) The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.* *(2) The registrar must conduct all elections that are required*

Key Messages:	The University Act was recently updated, necessitating a revision to KPU's Rules for Elections.
	
	Part 6 (*Board of Governors*), Section 23, (1) now reads as follows:
	
	23 *(1) The following persons are not eligible to be or to remain members of the board:*
	   (a) members of the Parliament of Canada;
	   (b) members of the Executive Council or of the Legislative Assembly;
	   (c) [Repealed 2006-15-45.]
	   (d) a member of the public service in the ministry;
	   (e) a member of the public service designated by the minister.
	   (f) [Repealed 2003-48-32.]
	   (g) [Repealed 2018-36-3.]
	
	(2) A member of the board who ceases to be eligible during his or her term of office immediately ceases to be a member of the board.

KPU's current Rules and Regulations are as follows:

The following persons are not eligible to be or to remain members of the board:

(a) Members of Parliament of Canada;
(b) Members of the Executive Council or of the Legislative Assembly, (c) A member of the public service in the ministry,
(d) A member of the public service designated by the minister,
(e) A person who is an employee of the university and who is a voting member of the executive body of, or an officer of, an academic or non-academic staff association of the university who has the responsibility, or joint responsibility with others, to:

> *(i) Negotiate with the board, on behalf of the academic or non-academic staff association of that university, the terms and conditions of service of members of that association, or*
> *(ii) Adjudicate disputes regarding members of the academic or non-academic staff association of that university.*

To reflect the changes made to the *University Act*, **KPU's Election of Representatives to the University Board and Senate Rules and Regulations** have been updated accordingly, per the attached.

Attachments:	Election Rules February 2019_FINAL
Submitted by:	Rita Zamluk, Administrative Assistant, University Senate
Date submitted:	June 14, 2019

TO:	Ranminder Kaur, Board of Governors
Cc:	Zena Mitchell
FROM:	Rita Zamluk, Administrative Assistant, University Senate
DATE:	May 29, 2019
SUBJECT:	Election of Representatives to the University Board and Senate Rules and Regulations

On May 27, 2019 Senate approved the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations attached.

The documents are forwarded for information.

SENATE

Agenda Item: 7.2
Meeting Date: May 27, 2019
Presenter: David Florkowski

Agenda Item:	Election of Representatives to the University Board and Senate Rules and Regulations

Action Requested:	☒Motion to Approve ☐Discussion ☐Information

Recommended Resolution:	**THAT Senate approve the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations as presented.**

Senate Standing Committee Report:	On May 6, 2019, the Senate Governance and Nominating Committee recommended that Senate approve the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations as presented.
Context & Background:	The *University Act* contains the following: *Part 9 — Nominations, Elections and Voting* *Rules for elections* *43 (1) The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.* *(2) The registrar must conduct all elections that are required*
Key Messages:	The University Act was recently updated, necessitating a revision to KPU's Rules for Elections. **Part 6 (*Board of Governors*), Section 23, (1) now reads as follows:** *23 (1) The following persons are not eligible to be or to remain members of the board:* 　　*(a) members of the Parliament of Canada;* 　　*(b) members of the Executive Council or of the Legislative Assembly;* 　　*(c) [Repealed 2006-15-45.]* 　　*(d) a member of the public service in the ministry;* 　　*(e) a member of the public service designated by the minister.* 　　*(f) [Repealed 2003-48-32.]* 　　*(g) [Repealed 2018-36-3.]*

(2) A member of the board who ceases to be eligible during his or her term of office immediately ceases to be a member of the board.

KPU's current Rules and Regulations are as follows:

The following persons are not eligible to be or to remain members of the board:
 (a) Members of Parliament of Canada;
 (b) Members of the Executive Council or of the Legislative Assembly,
 (c) A member of the public service in the ministry,
 (d) A member of the public service designated by the minister,
 (e) A person who is an employee of the university and who is a voting member of the executive body of, or an officer of, an academic or non-academic staff association of the university who has the responsibility, or joint responsibility with others, to:
  (i) Negotiate with the board, on behalf of the academic or non-academic staff association of that university, the terms and conditions of service of members of that association, or
  (ii) Adjudicate disputes regarding members of the academic or non-academic staff association of that university.

To reflect the changes made to the *University Act*, **KPU's Election of Representatives to the University Board and Senate Rules and Regulations** have been updated accordingly, per the attached.

Attachments:	Election Rules_February 2019)_FINAL
Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted:	*May 7, 2019*

Election of Representatives to the University Board and Senate
Rules and Regulations

REPRESENTATION

BOARD OF GOVERNORS

The *University Act* provides for the election or appointment of representatives to the Board of Governors as follows:

Member Category	Number	Term (Years)	Membership by
Chancellor	1	3	First Chancellor appointed by Board 2008
President	1	Indefinite	
Community representatives	6	up to 3	Appointed by the Lieutenant Governor in Council
Students	2	1	Election
Professional Support Staff	1	3	Election
Faculty Members	2	3	Election
Alumni Association Nominees	2	up to 3	Appointed by the Lieutenant Governor in Council

SENATE

The *University Act* provides for the establishment of a Senate, comprised of the following voting members:

Member Category	Number	Term (Years)	Membership by
Chancellor	1	3	Legislated
President	1	Indefinite	Chair of Senate, Legislated
Academic Vice President	1	Indefinite	Legislated
Deans of Faculties	8	Indefinite	Legislated
Chief Librarian	1	Indefinite	Legislated
Registrar	1	Indefinite	Legislated (non-voting)
Faculty Members	16	3	Election
Students	4	1	Election
Professional Support Staff	2	3	Election
Alumni Member	1	3	Appointed by President on nomination by the alumni association
Board Appointee	1	1	Appointed by the Board (non-voting)

DEFINITIONS

Current KPU Students: for the purposes of elections, current KPU students are those individuals who are registered in, or who have maintained their eligibility to register in Senate-approved courses. An individual maintains eligibility to register in a Senate-approved course by having been admitted to the upcoming semester or having attended a course in at least one of the three previous semesters.

Election Register: an alphabetical list of the names and known addresses of all members entitled to vote in an election, prepared and maintained by the Registrar.

Faculty: an educational administrative division of a university constituted by the board as a Faculty, or the dean and Faculty members of a Faculty, as the context requires.

Faculty Member: a person employed by the university as an instructor, lecturer, assistant professor, associate professor, professor or in an equivalent position designated by the Senate.

KPU: Kwantlen Polytechnic University.

Officers of KPU: President, Vice Presidents, Associate Vice Presidents, and the University Secretary.

Professional Support Staff: employees of the University who are not officers of the University, deans, chief librarian or Faculty members.

Voters List: a list of eligible voters available for viewing once an election or by-election has been called, listed by ID number.

ELECTIONS & CAMPAIGNS FOR ELECTION

ELECTIONS
The Registrar is responsible for conducting all elections at KPU. Decisions concerning the enforcement of these Election Rules will be made by the Registrar. The election of Faculty, Professional Support Staff and Student representatives shall normally be scheduled in the spring of each year.

The elections shall be conducted by an online ballot.

CAMPAIGNS FOR ELECTION
Candidates may campaign from the day the candidate list is posted until the close of polling, the timeline for which will be communicated by the Registrar. All candidates are required to act with honesty and integrity and conduct themselves in a professional and dignified manner in their campaigns. Fair play rules will apply. Breaking the rules of fair play include, but are not limited to:

1) Libel or slander
2) Sabotage of the campaigns of other candidates
3) Misrepresentation of facts
4) Voter coercion
5) In the case of students, breach of KPU's standard of conduct principles outlined in Policy ST7: *Student Conduct (Non-Academic)*
6) In the case of employees, breach of KPU's employee code of conduct

Candidates shall not be present when they are aware or ought to reasonably be aware that eligible voters are voting, and shall not provide any electronic devices or login credentials to voters for the purpose of voting.

Campaigning must be done on the individual's own time and the cost of the campaign materials must be borne by the candidate. Candidates are responsible for the removal of all posters and other campaign material immediately following the close of the elections.

Failure to comply with these Election Rules may result in an individual being disqualified from the current election and/or, if the breach of these Election Rules is sufficiently serious, be prohibited from running in future elections governed by these Election Rules. In addition to consequences to the Candidate under these Election Rules, the University reserves the right to initiate a process under the appropriate policy for anyone who aids, abets or assists a candidate in violating the election rules.

TERMS OF OFFICE

BOARD

The term of office of Faculty and Professional Support Staff representatives on the Board shall be three (3) years, normally commencing on September 1 of the year in which they were elected until a successor is elected or appointed. The term of office of student representatives on the Board shall be one (1) year, commencing on September 1 of the year in which they are elected, terminating August 31 of the following year.

A Faculty member elected to the University Board must have an employment appointment, consistent with the term of office from the Faculty. If an elected Faculty member's appointment with the University is terminated for any reason, the position will be declared vacant.

A Professional Support Staff member elected to the University Board must be employed by KPU for the entire three (3) year term of office for at least ten (10) months of each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

A KPU student elected to the University Board must be enrolled in good standing for two (2) out of three (3) semesters while completing the student's term of office. Good standing is defined as having no outstanding notations on the student's record related to academic standing, student conduct, or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

The appointed members of the University Board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

Unless excused by resolution of the University Board, a member who does not attend at least half of the regular meetings of the University Board in any year is deemed to have vacated his or her seat.

SENATE

The term of office of Faculty and Professional Support Staff representatives on the Senate shall be three (3) years, normally commencing on September 1 of the year in which they were elected until a successor is elected or appointed. The term of office of student representatives on the Senate shall be one (1) year, commencing on September 1 of the year in which they were elected, terminating August 31 of the following year.

A Faculty member elected to the Senate must have an appointment, consistent with the term of office, within an educational administrative division of the University constituted by the board as a Faculty. If an elected Faculty member's appointment with the University is terminated for any reason, the position will be declared vacant.

A Professional Support Staff member elected to the Senate must be employed continuously for the entire three (3) year term of office for at least ten (10) months each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

A KPU student elected to Senate must be enrolled in good standing for two (2) out of three (3) semesters while completing the student's term of office. Good standing is defined as having no outstanding notations on the student's record related to academic standing or student conduct or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

The seat of any elected member who fails to attend three meetings of Senate between September 1 and August 31 may be declared vacant by the Chair.

VOTERS LIST/ELIGIBILITY TO VOTE

BOARD

FACULTY

The Voters List shall be comprised of all Faculty members with appointments within educational administrative divisions of the University constituted by the board as a Faculty. All Faculty members with a current appointment during the period of election will be eligible to vote.

The Voters List for a Faculty election will be provided by Human Resource Services. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

PROFESSIONAL SUPPORT STAFF

The Voters List shall be comprised of all Professional Support Staff who are not officers of the University, deans, chief librarian or Faculty members. Professional Support Staff with a current appointment during the period of election will be eligible to vote. The term of employment must be for at least ten (10) months each year the individual is in office.

The Voters List for a Professional Support Staff election will be provided to the Registrar by Human Resources. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

STUDENTS

The Voters List shall be comprised of all Current KPU Students.

The Voters List for a student election will be provided by the Registrar. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus, once an election or by-election has been called.

SENATE

FACULTY

The Voters List shall be comprised of all Faculty members with appointments within educational administrative divisions of the University constituted by the board as a Faculty. All Faculty members with a current appointment during the period of election will be eligible to vote.

The Voters List for a Faculty election will be provided by Human Resource Services. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

PROFESSIONAL SUPPORT STAFF

The Voters List shall be comprised of all Professional Support Staff who are not officers of the University, deans, chief librarian or Faculty members. Professional Support Staff with a current appointment during the period of election will be eligible to vote. The term of employment must be for at least ten (10) months each year the individual is in office.

The Voters List for a Professional Support Staff election will be provided to the Registrar by Human Resources. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

STUDENTS

The Voters List shall be comprised of all Current KPU Students.

The Voters List for a student election will be provided by the Registrar. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus, once an election or by-election has been called.

ELIGIBILITY TO RUN FOR OFFICE

In addition to the specific eligibility requirements below, if an individual is found to have breached these Election Rules and the breach is sufficiently serious, that individual may be prohibited from running in future elections for positions governed by these Election Rules.

BOARD

The following persons are not eligible to be or to remain members of the board:
(a)   Members of Parliament of Canada;
(b)   Members of the Executive Council or of the Legislative Assembly,
(c)   A member of the public service in the ministry,
(d)   A member of the public service designated by the minister,

A member of the board who ceases to be eligible during his or her term of office immediately ceases to be a member of the board.

FACULTY

Two (2) Faculty members, whose employment appointment is consistent with the term of office, from each Faculty will be elected by the members of that Faculty. Elections for each representative shall be limited to Faculty members in that particular Faculty.

A Faculty member whose appointment crosses two (2) or more Faculties may only be nominated to represent one (1) of the Faculties. Faculty members must declare to the Registrar in which Faculty they wish to stand for election and vote.

There are eight Faculties for purposes of these elections:

> **Faculties**
> Faculty of Arts
> Chip & Shannon Wilson School of Design
> School of Business
> Faculty of Academic and Career Advancement
> Faculty of Health
> Faculty of Science and Horticulture
> Faculty of Trades and Technology
> Faculty of Educational Support and Development

PROFESSIONAL SUPPORT STAFF

One (1) Professional Support Staff representative shall be elected from the membership at large, with all staff members on the Voters List being entitled to stand for election.

A Professional Support Staff member elected to the University Board must be employed for the entire three (3) year term of office for at least ten (10) months of each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

STUDENTS

Two (2) positions shall be elected to represent the membership at large. A student elected to the Board must be enrolled in good standing for a period consistent with the term of office and shall not be an employee of the University except where that employment is dependent upon being a student. Good standing is defined as having no outstanding notations on the student's record related to academic standing, student conduct or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

SENATE

FACULTY

Two (2) Faculty members, whose employment appointment is consistent with the term of office, from each Faculty will be elected by the members of that Faculty. Elections for each representative shall be limited to Faculty members in that particular Faculty.

A Faculty member whose appointment crosses two (2) or more Faculties may only be nominated to represent one (1) of the Faculties. Faculty members must declare to the Registrar in which Faculty they wish to stand for election and vote.

There are eight Faculties for purposes of these elections:

> **Faculties**
> Faculty of Arts
> Chip & Shannon Wilson School of Design
> School of Business
> Faculty of Academic and Career Advancement
> Faculty of Health
> Faculty of Science and Horticulture
> Faculty of Trades and Technology
> Faculty of Educational Support and Development

PROFESSIONAL SUPPORT STAFF

Two (2) positions shall be elected to represent the membership at large. Any Professional Support Staff member on the Voters List may stand for election.

A Professional Support Staff member elected to the Senate must be employed for the entire three (3) year term of office for at least at least ten (10) months of each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

STUDENTS

Four (4) positions shall be elected to represent the membership at large. A student elected to Senate must be enrolled in good standing for a period consistent with the term of office and shall not be an employee of the University except where that employment is dependent upon being a student. Good standing is defined as having no outstanding notations on the student's record related to academic standing, student conduct or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

NOMINATIONS

Nomination papers will be made available by the Registrar on all campuses and in the online election portal once a call for election has been made. Instructions and deadlines for the receipt of nominations will be made available at the same time. The nomination period is typically two weeks. The close of nominations shall be four weeks prior to the date of the election. Original copies of the nomination must be in the hands of the Registrar on the Surrey campus by the date and time established for the close of nominations. No exceptions will be made.

If only as many candidates are nominated for the senate as are required to be elected, the candidates are declared to have been acclaimed.

The election will be held no less than four weeks after the close of nominations.

A nomination paper is not valid unless it is received by the Office of the Registrar (Surrey Campus) no later than four weeks before the date of the election.

FACULTY

Each candidate shall be nominated in writing, the nomination to be signed by three (3) persons from that Faculty entitled to vote in the election of the senate and by the nominee indicating a willingness to run for election. Nominations for persons who are not on the Voters List or for whom there are not at least three (3) co-signers who are on the Voters List will be disallowed.

PROFESSIONAL SUPPORT STAFF

Each candidate shall be nominated in writing, the nomination to be signed by three (3) Professional Support Staff members on the Voters List and by the nominee indicating a willingness to run for election. Nominations for persons who are not on the Voters List or for whom there are not at least three (3) co-signers who are on the Voters List will be disallowed.

STUDENTS

Each candidate shall be nominated in writing, the nomination to be signed by three (3) students on the Voters List and by the nominee indicating a willingness to run for election. Nominations for persons who are not on the Voters List or for whom there are not at least three (3) co-signers who are on the Voters List will be disallowed.

CANDIDATE LISTS

Candidate lists for each election will be posted online where applicable no later than three (3) working days following the close of nominations.

COUNTING OF BALLOTS

The counting of ballots is calculated within the online election portal, and the results are validated by the Registrar.

In the event of a tie between two or more candidates for an office, the Senate must cast the deciding vote. Random selection will occur in the event of a tie for the Board of Governors election.

DECLARATION OF ELECTION

BOARD

FACULTY
The successful candidate for each position shall be the candidate with the greatest number of votes for their Faculty. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

PROFESSIONAL SUPPORT STAFF
The successful candidate shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

STUDENTS
The successful candidate for each position shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

SENATE

FACULTY
The successful candidate for each position shall be the candidate with the greatest number of votes for their Faculty. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

PROFESSIONAL SUPPORT STAFF
The successful candidate for each position shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

STUDENTS
The successful candidate for each position shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

ANNOUNCEMENT OF RESULTS/REPORT OF ELECTION

The names and voting counts for all candidates will be posted online within the election portal after validation of the results has occurred. The Registrar will report the results of the Board and Senate election(s) at the first meeting of the Board/Senate following the election.

COMPLAINTS/APPEALS

COMPLAINTS
Any complaint with respect to breaches of these Election Rules, enforcement of these Election Rules, or results of elections held under these Election Rules must be made in writing to the Registrar within seven (7) days of the circumstances that are the subject matter of the complaint. Complaints will be considered by the Registrar as to what action, if any, should be taken unless the complaint is about the Registrar in which case another person will be named by the Vice Provost, Students to consider the complaint.

Without limiting the generality of the foregoing, in the event the complaint arises from a candidate's alleged breach of these Election Rules and the Registrar determines a breach of these Election Rules has occurred, the Registrar may enforce any penalty the Registrar deems appropriate in the circumstances, including but not limited to:
1. Removing the candidate from the current election.
2. Prohibiting the candidate from running in future elections for positions governed by these Election Rules.

APPEALS

The decision of the Registrar (or alternate decision maker selected by the Vice Provost, Students in the event a complaint is about the Registrar) may be appealed only on the basis of alleged unfairness or bias demonstrated during the complaints process. Appeals will be referred to the Senate Standing Committee on Appeals.

To initiate an appeal a written submission must be provided to *appeals@kpu.ca* indicating how and why alleged unfairness or bias in the process has occurred within seven (7) days of the receipt of the decision . The request for appeal will be submitted for consideration to the Chair of the Senate Standing Committee on Appeals in order to determine if an adequately developed case of alleged unfairness or bias in the process has been presented for consideration by the committee.

Decisions of the Senate Standing Committee on Appeals are final.

VACANCIES DURING A TERM OF OFFICE

BOARD

If a vacancy arises on the board before the end of the term of office for which a member has been appointed or elected, the secretary of the board must enter a declaration of the vacancy in the minutes of the board. A declaration is conclusive evidence of the vacancy.

If a vacancy exists in respect of an appointed member, the Lieutenant Governor in Council must appoint a person to fill the vacancy. If a vacancy exists in respect of an elected member, the appropriate body (Faculty, Professional Support Staff or Students) must elect a replacement. A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected. A vacancy on the board does not impair the authority of the remaining members of the board to act.

SENATE

If a vacancy arises on the senate, the vacancy will be filled, in the case of an appointed member, by the body possessing the power of appointment, or in the case of an elected member, in the manner specified below.

If a vacancy occurs on senate, in the case of an elected member it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. In the event the seat was filled by acclamation, the following steps will occur:
1. If the seat is declared vacant between the months of February and September, a by-election will take place in the fall to find a replacement.
2. If the seat is declared vacant between the months of October and January and the remainder of the term is less than one year in length, a regular election will occur in the spring and the outstanding months remaining on the vacant term will be added to term of office for the seat up for election.
3. If all the seats in a given constituency are acclaimed, a random selection from the acclaimed candidates will occur to assign the remaining term of office. If more than one seat is being elected in this grouping, then the candidate who receives the most votes will be awarded the extended term of office.
4. If the remainder of the term is more than one year, a by-election will occur.

The Secretary of the Senate (the Registrar) must enter a declaration of the vacancy in the minutes of the senate. A declaration under subsection 36(6) is conclusive evidence of the vacancy.

A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected. A vacancy on the senate does not impair the authority of the remaining members of the senate to act.

Agenda Item:	**Senate Report: May 27, 2019**

Action Requested:	☐ Motion to Approve ☐ Discussion ☒ Information ☐ Education

Recommended Resolution:	N/A
Board Committee Report:	N/A
Key Messages:	**The Vice Chair of Senate provides meeting notes for the Board of Governors detailing the items approved by Senate at each of its meeting for information.**
Attachments	1. Notes from the Senate Meeting held May 27, 2019
Submitted by:	Dr. Alan Davis, President & Vice Chancellor
Date submitted:	June 14, 2019

Notes from the Senate meeting of May 27, 2019

The penultimate Senate meeting of the academic year was, understandably, dominated by the vote on the Provost's GV9 proposal. Outside of this debate, several other highly consequential matters were announced, approved or finalized.

After a brief endorsement of the President's motion on the Equity, Diversity and Inclusion Canada Charter, the Senate began its nearly 90-minute debate on the future of the Faculty of Academic and Career Advancement. This debate marked the conclusion of a five-month process of discussion, consultation, and research. The Senate was tasked by our policy with consideration of the academic arguments for and against the given proposal (which can be read in full as part of the Senate package at kpu.ca/senate).

https://your.kpu.ca/senate/Senate/Agendas/2019/2019%2005%2027%20Senate%20Agenda%20Package.pdf

The proposal ultimately involved 26 distinct recommendations and, no amendments having been made, the Senate voted on the motion with all given recommendations. The vote, taken by secret ballot, passed. Senate's recommendation will now proceed to the Board for final approval.

After a thorough consultative process, including participation the SSC on Research, the RS5 Intellectual Property policy was brought to Senate for information.

Minor changes to Senate election rules were made to reflect recent legislative changes.

After moving through nearly all of the Senate Standing Committees, a comprehensive reform package was passed to make numerous improvements to committee compositions and appointment procedures. The Vice-Chair, living as he does through track-changed Senate documents, was thrilled.

The Senate Budget Assessment Process for 2020/2021 was also passed, and notably featured a reallocation of the Senate's attention away from the Budget Presentations (which contain many proposals the President doesn't include in the Draft Budget) and towards the Draft Budget itself. In response to feedback from Senators, the entire process has been moved earlier in the year in order to facilitate a more fulsome Senate review of the Draft Budget.

The Teaching and Learning Committee brought a motion that Senate recognize KPU's natural spaces as potential teaching and learning spaces. The stated motivation for this motion was to motivate a more consultative and transparent approach to decision making regarding KPU's natural spaces. The motion passed, and discussion has already taken place at the Board.

The Registrar noted several changes to the way names and programs will be read at convocation, and the last group of graduates for next week's convocation was approved.

This meeting reflected an enormous amount of discussion, preparation and consideration by our Senators. Their task is neither simple nor easy. Speaking up, as they did, required obvious courage. Regardless of your position on the issues at hand, they deserve our gratitude.

David P. Burns, Vice-Chair, Senate

Post-Script of an entirely serious nature

One of the Senators, referring to a recent consultation, wondered aloud whether collusion had taken place. The President clearly stated, "no collusion, no collusion." The Vice-Chair, unconvinced of this statement, subsequently discovered that [REDACTED---].

On an unrelated note, the Vice-Chair has not been seen on campus since the Senate meeting. Persons with clues as to his whereabouts are encouraged to contact [REDACTED---------------------------------------].

	Board of Governors	Regular Meeting
	Agenda Item:	#21
	Meeting Date:	June 26, 2019
	Presenter(s):	Keri van Gerven

Agenda Item: **Election of Chair and Vice Chair**

Action Requested:	☒Election ☐Discussion ☐Information ☐Education

Recommended Resolution:	N/A

Board Committee Report:	For University Secretariat Use Only

Context & Background:	At its meeting on June 27, 2018, the Board elected Sandra Case as Board Chair, and Michael McAdam as Board Vice Chair as of July 1, 2018 for a year until July 31, 2019 in accordance with Section 24 of the Board Manual. The Board Chair, and Vice Chair must be an Appointed Member of the Board. The Chair, and Vice Chair may be re-elected up to a maximum of three consecutive years.

Appointment process / Rationale

In the event that the Committee is required to lead a Board Chair transition process as outlined below, any members of the Committee who are interested in seeking the Board Chair position shall not participate in any of the Committee's discussions regarding Board Chair transition.

Individuals elected to Board Chair and Vice Chair typically serve in those roles for two years.

When the Board Chair (or Vice Chair, as applicable) position becomes vacant (the unplanned succession situation) or is anticipated to become vacant within the following year (the planned succession situation), the Committee leads the transition process as follows:

i) The Committee invites nominations for the Board Chair (or Vice Chair, as applicable) position and asks Members who are interested in serving as Chair or Vice Chair to contact the Committee and current Board Chair.

ii) The Committee ascertains from those Board Member(s) who have been nominated, their interest and willingness to serve as Board Chair (or Vice Chair, as applicable).

iii) Once ascertaining the interest of the nominated Board Chair (or Vice Chair, as applicable) candidate(s), the Committee confirms that the

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Board Member(s) is eligible for appointment or re-appointment to the Chair or Vice-Chair position.

iv) An election for the position of Chair (or Vice Chair, as applicable) is held at the next Board meeting. The election is managed by the University Secretary.

v) If there is only one candidate for the position of Chair (or Vice Chair, as applicable), the candidate will acclaim the position.

vi) If there is more than one candidate for the position of Chair (or Vice Chair, as applicable) a vote is held and the candidate with the majority of votes is elected.

- Upon request of at least one Board member at the meeting, the election will be held by secret ballot.

Key Messages:

1. **The Board Chair is elected annually in accordance with Section 24 of the Board Manual and may be re-elected up to a maximum of three consecutive years. The Board Chair must be an Appointed Member of the Board.**

2. **The Board Vice Chair is elected annually in accordance with Section 24 of the Board Manual and may be re-elected up to a maximum of three consecutive years. The Vice Chair must be an Appointed Member of the Board.**

Submitted by: Keri van Gerven, University Secretary

Date submitted: June 14, 2019