KPU Board of Governors - Regular Meeting

Date: **April 1, 2020**

Time: **4:00 pm – 4:45 pm**

Via Blue Jeans: Please click on the link below to join the meeting.

https://bluejeans.com/223910160?src=calendarLink

Regular Meeting Agenda

Board of Governors
Date: **April 1, 2020**
Time: **4:00 pm – 4:45 pm**

Via Blue Jeans

Attending: Rhiannon Bennett, Sandra Case, Farhad Dastur, Alan Davis, Samantha Jack, Amos Kambere, Marc Kampschuur, Taylor Lanthier, Michael McAdam, Mohammed Mahabub, Hanne Madsen, Kim McGill, George Melville, Amandeep Singh

Excused:

Presenters and Administrative Resources: Steve Cardwell, Laurie Clancy, Marlyn Graziano, Ranminder Kaur, Gerard Laverty, Brian Moukperian, Joe Sass, 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	Michael McAdam		4:00	
2. Conflict of Interest	Michael McAdam			
3. Approval of Agenda	Michael McAdam	M	4:03-4:05	3
4. Consent Agenda	Michael McAdam	M	4:05-4:10	7
4.1. Minutes of the February 5, 2020 Regular Board of Governors Meeting				8
4.2. Full Program Proposal: Certificate in Farrier Science	Brian Moukperian/ Gerard Laverty			13
4.3. Updated FM2 Joint Investment Advisory Committee Memorandum of Understanding (MoU) and Terms of Reference (ToR)	Joe Sass			45
4.4. Recurring Procurements Greater than $200,000	Joe Sass			59
5. Audit Committee Report				
5.1. Committee Chair Report	Michael McAdam	I	4:10-4:11	
6. Finance Committee Report				
6.1. Committee Chair Report	Michael McAdam	I	4:11-4:12	
6.2. Draft Board Response to Senate 2020-21 Budget Recommendations	Joe Sass	M	4:12-4:14	61

7.	Governance Committee Report				
	7.1. Committee Chair Report	Hanne Madsen	I	4:14-4:15	
	7.2. VISION 2023 Key Performance Indicators (KPIs) – Mid-year update	Lori McElroy	I	4:15-4:18	65
8.	Human Resources Committee Report				
	8.1. Committee Chair Report	Sandra Case	I	4:18-4:19	
9.	President's Report				
	9.1. Report to the Board	Alan Davis	I	4:19-4:22	95
10.	Provost's Report				
	10.1. Report to the Board	Sandy Vanderburgh	I	4:22-4:25	
11.	Vice President, External Affairs				
	11.1. Report to the Board	Marlyn Graziano	I	4:25-4:28	
12.	Vice President, Students				
	12.1. Report to the Board	Steve Cardwell	I	4:28-4:31	
13.	Interim Vice President, Finance & Administration's Report				
	13.1. Report to the Board	Joe Sass	I	4:31-4:34	
14.	Senate Reports:	Alan Davis	I	4:34-4:36	101
	14.1 Notes of meeting held on January 27, 2020				
	14.2 Notes of meeting held on February 25, 2020				
	14.3 Notes of meeting held on March 23, 2020				
15.	Next Meeting Agenda Contribution	Sandra Case	D	4:36-4:39	
16.	For the Good of the Order	All	D	4:39-4:42	
17.	Feedback on the Meeting	All	D	4:42-4:44	

18. Next Meeting   Michael McAdam   I   4:44-4:45
      Regular Board Meeting
      Wednesday, May 27, 2020
      Surrey Campus,
      Cedar Boardroom 2110
      4:00 – 7:00 pm

19. Adjournment   Michael McAdam   4:45

	Board of Governors	Regular Meeting
KPU	**Board of Governors**	**Regular Meeting**
	Agenda Item:	**#4**
	Meeting Date:	**April 1, 2020**
	Presenter(s):	**Michael McAdam**

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:** **4.1 Minutes of the February 5, 2020 Regular Board of Governors Meeting** **4.2 Full Program Proposal: Certificate in Farrier Science** **4.3 Updated FM2 Joint Investment Advisory Committee Memorandum of Understanding (MoU) and Terms of Reference (ToR)** **4.4 Recurring Procurements Greater than $200,000**

Attachments:
1. Minutes of the February 5, 2020 Regular Board of Governors Meeting.
2. Full Program Proposal: Certificate in Farrier Science.
3. Updated FM2 Joint Investment Advisory Committee Memorandum of Understanding (MoU) and Terms of Reference (ToR)
4. Recurring Procurements Greater than $200,000

Submitted by: Ranminder Kaur, Confidential Assistant to the Board of Governors

Date submitted: March 18, 2020

Present: **Board**
Sandra Case / Chair
Rhiannon Bennett
Farhad Dastur
Alan Davis / President & Vice Chancellor
Samantha Jack
Amos Kambere
Marc Kampschuur
Taylor Lanthier
Hanne Madsen
Mohammed Mahabub
Michael McAdam
Kim McGill

University Vice Presidents
Steve Cardwell / VP, Students
Laurie Clancy / AVP, Human Resources
Marlyn Graziano / VP, External Affairs
Joe Sass / Interim VP, Finance & Administration
Sandy Vanderburgh / Provost & VP, Academic

Presenters and University Resources
Jennifer Duprey / General Counsel
Ranminder Kaur / Confidential Assistant to the Board of Governors
Stephanie Howes / Dean, School of Business
Lori McElroy / Executive Director, Institutional Analysis & Planning
Marla McMullen / Instructor, School of Business
Keri van Gerven / University Secretary & Executive Assistant to the President & Vice Chancellor

Regrets: George Melville / Chancellor
Amandeep Singh

1.	**Call to Order and Introductory Remarks**	The Chair called the meeting to order at 4:03 pm.
2.	**Conflict of Interest**	Dr. Davis declared that he is a member of the Canadian Copyright Licensing Agency. No other conflict of Interest was declared.
3.	**Approval of Agenda**	**Motion #11-19/20** **MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Agenda for February 5, 2020.**
4.	**Consent Agenda**	**Motion #12-19/20** **MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following items on the Consent Agenda:** **4.1 Minutes of the December 4, 2019, Regular Board of Governors Meeting.** **4.2 The Post Baccalaureate Diploma in Human Resources Management Full Program Proposal with an effective date of September 1, 2020.**

5. Audit Committee Report

5.1 *Committee Chair Report*

Committee Chair, Mr. McAdam advised that the Audit Committee met on January 21, 2020 and received a follow up on previous audit recommendations and an update on internal audit.

5.2 *GV1 Selection and Appointment of Auditors*

Mr. Sass presented KPU's Selection and Appointment of the Auditors Policy and related Procedures and commented that they have been updated and expanded to provide additional clarity on the selection criteria for external audit services, and the role that the Finance and Audit Committees play in the selection of external auditors. The policy and related procedures completed the six-week public posting period on KPU's Policy Blog on December 4, 2019, with no comments received from the University Community.

Motion #13-19/20
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the revised GV1 Selection and Appointment of Auditors Policy and related Procedures as recommended by the Board Audit Committee.

6. Finance Committee Report

6.1 *Committee Chair Report*

Committee Chair, Mr. McAdam advised that the items considered by the Finance Committee at its meeting on January 21, 2020 were included on the Agenda.

6.2 *Senate Endorsement of the draft 2020/21 University Budget*

Dr. Davis highlighted the memo which outlined Senate's endorsement of the draft 2020/21 University Budget with, in addition to the priorities established in Vision 2023, an emphasis on enhancing the student experience through innovation in teaching and learning, and in research and scholarship.

6.3 *2020/2021 University Budget and Revisions to Bylaw No.4, Fees*

Mr. Sass introduced the draft 2020/21 University Budget and Bylaw 4, Fees and noted that Bylaw 4, Fees is revised on an annual basis to reflect annual increases and changes to tuition and student fees.

Mr. Sass commented that throughout the 2020/21 budget development process, the University Executive focused on KPU's Vision 2023, the Academic Plan, the Senate-endorsed Executive Budget Priorities, and the 2020/21 Budget Tenets. As government funding remains relatively flat and domestic and tuition increases are limited to 2% per annum, the fiscal 2020/21 budget will remain as consistent as possible with the fiscal 2019/20 budget. This consistency is intended to provide both stability and predictability for faculties, and aligns with the commitment to develop a

more sustainable future for KPU. In order to present a balanced budget for fiscal 2020/21 and in future years, the organization must strive for efficiency and strict controls on capital spending.

Motion #14-19/20
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the 2019/20 University Budget and revisions to Bylaw No. 4, Fees as recommended by the Board Finance Committee subject to change to the program title on Bylaw No. 4 from Farrier Program to read 'Certificate in Farrier Science'.

7. Governance Committee Report

7.1 *Committee Chair Report*

Committee Chair, Ms. Madsen, advised that the Governance Committee scheduled for January 15, 2020 was cancelled however, Committee members received the Full Program Proposal for the HRMT Post-Baccalaureate Diploma via an email.

8. Human Resources Committee Report

8.1 *Committee Chair Report*

Committee Chair, Ms. Case, advised that the Human Resources Committee scheduled for January 9, 2020 was cancelled as there were no significant agenda items to be considered at the meeting.

9. Appointments to the Search Advisory Committee

9.1 *Vice President, Finance and Administration*

Dr. Davis commented that the appointment of the Vice President Finance and Administration is within the role of the Board, pursuant to Appendix H of the Board Governance Manual and under the authority of the University Act section 27 (2) (g).

Dr. Davis noted that as per policy HR25 a member of the Human Resources Committee is required as a representative on the search advisory committee.

The Chair opened the floor and asked members of Human Resources Committee if they would like to put their name forward. Hearing none, the Chair of the Governance Committee nominated Ms. Sandra Case, Chair of the HR Committee to be on the search committee.

Motion #15-19/20
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve appointment of Sandra Case to serve as the board representative on the Vice President, Finance and Administration Search Advisory Committee.

9.2 *Associate Vice President, Academic*

Dr. Vanderburgh advised members that the search for the Associate Vice President, Academic will begin in Spring 2020 and noted that Samantha Jack has volunteered to serve on the search advisory committee.

Motion #16-19/20

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve appointment of Samantha Jack as student Board member representative to the Associate Vice President, Academic Search Advisory Committee.

10. President's Report	**10.1** *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.

11. Provost's Report	**11.1** *Report to the Board*

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

11(a) Vice President, Students	***11.1 (a) Report to the Board***

Dr. Cardwell advised that the Vice President, Student Report was included in the Report to the Board of Governors.

Members noted that report from the Vice President, Student will be added as a standard item on the agenda for all future meetings.

12. Vice President, External Affairs Report	**12.1** *Report to the Board*

Ms. Graziano advised that the Vice President, External Affairs Report was included in the Report to the Board of Governors. Ms. Graziano commented on KPU's 40th Anniversary in 2021 and asked members to stay tuned for further information to follow.

13. Vice President, Finance & Administration's Report	**13.1** *Report to the Board*

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

13.2 ***Payment Required to the Canadian Copyright Licensing Agency***

Mr. Sass commented that the Copyright Board of Canada (the "Board") issued on December 6, 2019, its decision setting tariff rates for the reproduction of works by post-secondary educational institutions, for the years 2011 – 2014 and 2015 – 2017. This decision requires many post-secondary institutions, including KPU, to make retroactive tariff payments.

Mr. Sass advised that the amount due is based on a set tariff amount per student FTE plus taxes and interest as outlined in the decision. Payment related to one of the categories that KPU is subject to is required by March 5, 2020. The amount payable for this category is $584,895.

Motion #17-19/20
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve payment of $584,895 to the Canadian Copyright Licensing Agency in

accordance with the Access Copyright Post-Secondary Educational Institution Tariff, 2011 – 2014.

14. Next Meeting Agenda Contribution	Board members were asked to send contributions for the next meeting agenda to Ms. van Gerven at least two weeks in advance of the meeting.

15. For the Good of the Order

15.1 *CPA Not for profit forum 2020*

Mr. Kampschuur noted that he was attending the CPA forum on February 10 till February 12th, 2020 and resources relating to this was included in the meeting package.

16. Feedback on the Meeting

Members acknowledged the collaboration between the senior executive team for working together on various projects.

Dr. Davis thanked Ms. Howes, Ms. McMullen and all the staff from the School of Business for all their work on Full program proposal for the HRMT Post-Baccalaureate diploma.

Dr. Cardwell thanked KPU and Dr. Vanderburgh for leading the working group on novel coronavirus and how KPU is keeping students up to date with information.

17. Appendix:

17.1 *Report to the Board of Governors*

The February 2020 Report to the Board of Governors was received and hard copies of the report were distributed to the Board.

Dr. Davis noted the report from the School of Business and mentioned a number of activities arranged by the School of Business.

18. Next Meeting

Wednesday, April 1, 2020 at the Surrey Campus, Cedar Boardroom 2110 at 4:00 pm.

19. Adjournment

The meeting adjourned at 4:41pm.

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Board Chair

KPU	**Board of Governors** **Agenda Item:** **Meeting Date:** **Presenter(s):**	**Regular Meeting** **#4.2** **April 1, 2020** **Brian Moukperian / Gerard Laverty**

Agenda Item: **Full Program Proposal: Certificate in Farrier Science**

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

Recommended Resolution:	**That the Board of Governors approve the Certificate in Farrier Science full program proposal with an effective date of September 1, 2020 as recommended by the Board Governance Committee and Board Finance Committee.**

Board Committee Report:	At its meeting held on March 4th and March 10th, 2020 the Board Governance Committee and Board Finance Committee recommended that the Board of Governors approve the Certificate in Farrier Science full program proposal with an effective date of September 1, 2020.
Context & Background:	The Faculty of Trades and Technology has developed a new Certificate in Farrier Science program proposal, for implementation on October 26, 2020. On January 27, 2020, Senate recommended Kwantlen Polytechnic University Board of Governors approve the program proposal. The current Advanced Farrier program concludes on March 26, 2020.
Key Messages: *[maximum of three]*	**1.** Offering the Certificate in Farrier Science program supports KPU's mandate and, for the Faculty of Trades and Technology, maintains a breadth of polytechnic offerings. The new program has an e-portfolio component, workplace integrated learning, and capstone course. **2.** The previous Certificate in Advanced Farrier, which concludes in March, 2020, has had a long history of attracting women to the program. It is anticipated that the new Certificate in Farrier Science will continue to provide this opportunity. **3.** This proposed new program (the only Farrier program in BC) is already well connected to the Farrier sector across Western Canada and local veterinarian community as there are letters of support for the program from members of the Farrier Program Advisory Committee, Western Canadian Farriers' Association, British Columbia Society for the Prevention of Cruelty to Animals, and the American Farriers' Association.
Resource Requirements:	Year One expenditures total $254,902: $206,624 operating costs, $7,000 in start-up costs, and $41,278 in overhead. Total Year One operating revenues amount

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to $126,695, based on 9 domestic students. Enrolment stabilizes to a maximum of 12 students in Year Five, although we will attempt to attain full enrolment as quickly as possible.

All the other resources (human, physical and curriculum) required to offer this new program are in place.

Implications / Risks:

The risk of not recommending the KPU Board to approve the new Certificate in Farrier Science program is four-fold:

a) economic – horse owners will have to look out-of-province for trained Farriers;

b) enrolment – prospective Farrier students will have to attend a school out of province;

c) faculty and staff engagement – many in the Faculty will be left with feelings of confusion and distrust;

d) reputation – the Farrier community and KPU Farrier graduates will feel let-down and disappointed after putting in many hours by attending several meetings and contributing their advice to help develop this new program.

Consultations:

The Farrier Program Advisory Committee (PAC) met six times from October 1, 2018 to October 9, 2019, to explain their expectations and give input to the new program. Gerard Laverty and Dean Brian Moukperian met a larger group of Farriers at the Western Canadian Horseshoeing Championships in Chilliwack on October 18, 2019, and exchanged more ideas for the new program.

August 20, 2019, President Davis and the Vice Presidents provided Brian with their support to pursue a new program proposal.

As mentioned-above, the new program has an e-portfolio component, workplace integrated learning and a capstone course, which are in alignment with KPU's Strategic Plan – Vision 2023,

- A1. Goal: We will enhance the experience of our students by ensuring our students have access to experiential learning opportunities in all programs; and

in alignment with KPU's Academic Plan 2023,

- Goal 7.3 Encourage a leap forward in providing hybrid, online, and micro-credential delivery;
- Goal 7.4 Harnessing KPU's digital transformation and technological data literacy to support and enrich student experience; and

- Goal 7.5 Promote a direct connection to industry through Professional Advisory Committees and professional/trades associations.

November 20, 2019, Polytechnic University Executive Committee endorsed the full program proposal for the new Certificate in Farrier Science program.

December 18, 2019, the Faculty of Trades and Technology Faculty Council endorsed and recommended KPU Senate recommend the KPU Board of Governors approve the Certificate in Farrier Science program.

January 10, 2020, the Senate Standing Committee on University Budget recommended Senate recommend the Board of Governors to approve the new Certificate in Farrier Science program proposal.

January 15, 2020, the Senate Standing Committee on Curriculum recommended Senate approve the Certificate in Farrier Science program proposal.

January 27, 2020, Senate recommended the Board of Governors approve the new Certificate in Farrier Science program.

Attachments:
1. Memorandum and Signed Approval Form signed by Vice-Chair of Senate
2. Executive Summary
3. Financial Assessment – Certificate in Farrier Science
4. Non-Degree Full Program Proposal

Submitted by: Brian Moukperian, Dean, Faculty of Trades and Technology

Date submitted: March 18, 2020

TO:	Ranminder Kaur, Board of Governors
Cc:	Brian Moukperian, Gerard Laverty, Josephine Chan
FROM:	Meredith Laird, Administrative Assistant, University Senate
DATE:	January 29, 2020
SUBJECT:	Full Program Proposal: Certificate in Farrier Science

On January 27, 2020 Senate recommended that the Board of Governors approve the full program proposal for the Certificate in Farrier Science, effective September 1, 2020.

Attached is the signed approval form and the documents reviewed by Senate.

Program Change

☐	Approved for implementation.*
☐	Requires significant revisions and must be resubmitted to Senate.*
☐	Approved. Further steps required prior to implementation.

☐	New Minor or Honours Program. Proceeds to Board as per Policy AC10.
☐	Change has budgetary impact. Proceeds to Board as per Policy AC10.
☐	Substantive curricular changes. Proceeds to Provost's Office as per Policy AC10.
☐	Program discontinuance. Proceeds to Board as per Policy AC10.

*Any required revisions or further steps are noted below.

Program Development

Certificate in Farrier Science

☐	Concept Paper approved.* Proceeds to Board as per Policy AC10.
☑	Full Program Proposal (FPP) approved.* Proceeds to Board and Provost's Office as per Policy AC10.
☐	Requires significant revisions and must be resubmitted to Senate.*

*Any required revisions or further steps are noted below.

All courses co-req to 1131 (FARR)

Other

☐	Approved for implementation.*
☐	Requires significant revisions and must be resubmitted to Senate. *
☐	Approved. Further steps required prior to implementation.*

*Any required revisions or further steps are noted below.

David Burns, Vice-Chair of Senate   January 27, 2020

KPU | KWANTLEN POLYTECHNIC UNIVERSITY
Faculty of Trades and Technology

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Full Program Proposal: Certificate in Farrier Science

Executive Summary

The Certificate in Farrier Science program is a new program designed for students who want to pursue a career path as a Farrier. Certificate in Farrier Science is the only program of its kind in BC. This entry-level program is 30 weeks long and is composed of eight courses which total 33 credits. Graduates from the program should expect to continue learning on-the-job by finding employment as "apprentices" or "farriers-in-training" in this physically demanding occupation.

The new Certificate in Farrier Science program commences on October 26, 2020. The former Certificate in Advanced Farrier program concludes on March 26, 2020 and was phased out due to the outdated curriculum, high costs, and inability of the program to provide graduates with enough skills to enter the workforce effectively. There are several key differences in this new program:

- **E-portfolio;** students start as early as Week Three compiling digital evidence of their accomplishments and submitting their work to the instructor online;
- **Work Integrated Learning (WIL);** as early as Week One, students will be engaged in field practice with a farrier for one day a week. The WIL intensifies about half-way through the program as students are in the field five days a week. WIL totals approximately 360 hours;
- **Capstone course;** students finalize their digital portfolio by summarizing their achievements and presenting the body of work as a report to the class in the last weeks. The future of this course may include making the presentation to employers, and/or presenting the report in a distance education format i.e. Skype; and
- **A new tuition rate;** given the maximum class size of 12 students; the emphasis on safety since students are working on large, live animals, this new tuition category addresses the Faculty's desire to run an economically sustainable program.

Members of the Farrier Program Advisory Committee (PAC) and members of the Western Canadian Farriers Association have provided input for the new program's content. The program was designed keeping in mind KPU's Academic Plan 2023:

Goal 7.3 Encouraging a leap forward in providing hybrid, online, and micro-credential delivery;

Goal 7.4 Harnessing KPU's digital transportation and technological data literacy to support and enrich student experience, and

Goal 7.5 Promote a direct connection to industry through Professional Advisory Committees and professional/trade associations.

While this program will be attractive to all students, it's expected that many women will enroll in the new program – as they did in the Certificate of Advanced Farrier program; 69% of the students in the Certificate of Advanced Farrier program were women, compared to 6% in all the Faculty of Trades and Technology Foundation programs.

Of the names on the list of interested students (dated January 28, 2020) for the Certificate in Farrier Science program, 25 out of 28 (89%) are women.

Year One expenditures total $254,902: $206,624 operating costs, $7,000 in start-up costs, and $41,278 in overhead. Total Year One operating revenues amount to $126,695, based on 9 domestic students. Enrolment stabilizes to a maximum of 12 students by Year Five, although we will attempt to attain full enrolment as quickly as possible.

Financial Assessment Template
Summary Financial Information

Program Name: **CERTIFICATE IN FARRIER SCIENCE**

	Total Credits (excluding existing courses)	Fiscal Yr 1	Fiscal Yr 2	Fiscal Yr 3	Fiscal Yr 4	Stable State	
Student Mix Expectations per year							
Full-Time Delivery - WITH ATTRITION							
New Domestic Students entering into year 1 of program	33	9	9	10	11	12	* if stable state is reached sooner than Year 5, please leave applicable years blank
New International Students entering into year 1 of program	33	0	0	0	0	0	
Part-Time Delivery - WITH ATTRITION							
New Domestic Students entering into year 1 of program	33	0	0	0	0	0	
New International Students entering into year 1 of program	33	0	0	0	0	0	
Total New Students per Year For All intakes - WITH ATTRITION		9	9	10	11	12	
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		1	1	1	1	1	changing over time please include
Number of Cohorts per Intake		1	1	1	1	1	
Total Cohort Intakes in Academic Year		1	1	1	1	1	
Total intakes		1	1	1	1	1	
Revenues:							
Operating		126,695	129,759	143,960	161,181	178,936	
One-time Only/Start-up		-	-	-	-	-	
Total Revenues:		126,695	129,759	143,960	161,181	178,936	
Expenditures:							
One-time Only/Start-up Operating		7,000	5,000	5,000	-		
One-time Only/Start-up Capital		-	-	-	-		
Ongoing Operating Costs		206,624	213,420	220,459	227,750	235,302	
Ongoing Capital Costs		-	-	-	-	-	Stable State includes replacement cycle of capital assets
Total Expenditures		213,624	218,420	225,459	227,750	235,302	
							If course is online, then overhead is estimated at 25% vs in class sections at 40%.
Overhead based on revenue (up to revenue for 40% 24 students per class per intake)		41,278	42,104	47,717	53,539	59,574	Overhead covers security, facilities, maintenance, electricity, heat, water, student services, HR, finance, other support services
Replacement cycle of capital assets						-	4 years for computer related equipment, 5 years for other equipment, and 7 years for furniture
Net cash inflows (outflows)		(128,207)	(130,765)	(129,217)	(120,108)	(115,940)	
Ongoing Capital Costs		0	0	0	0	0	
Budget required							
Operating Budget		213,624	218,420	225,459	227,750	235,302	
							* if the expectation is that program needs can be met with existing resources, please include this assumption in comments.
Capital Budget		-	-	-	-	-	
Overhead required		41,278	42,104	47,717	53,539	59,574	
Total Budget Required		254,902	260,524	273,177	281,289	294,876	

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:

Total Investment/Start-up Costs During First 4 Years	(508,296)
Stable State Net Income	(115,940)

Program will not break-even under current assumptions	
Payback Period (in stable state years)	*assumes a 2% inflation

Tuition & Student Fees per Domestic Student	$ 11,466.12	
Break-even # of Domestic Students	26	based on multi-cohorts
Break-even # of Domestic Students	26	per cohort

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

Financial Services sign-off:

Candice C Gartry
Digitally signed by Candice C Gartry
DN: cn=Candice C Gartry, o=Kwantlen Polytechnic University, ou=Financial Services, email=candice.gartry@kpu.ca, c=CA
Date: 2020.03.25 15:27:18 -07'00'

Date: _____

Executive Director, Financial Services

Joe Sass   Date: March 25, 2020
VP, Finance and Admin

Is program profitable?   No

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

Faculty Sign-off:

Date: _____

Program Developer

B moulpeian

Dean   Date: march 25/2020

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SENATE

Agenda Item: 5.2
Meeting Date: January 27, 2020
Presenter: David Burns

Agenda Item:	**Full Program Proposal: Certificate in Farrier Science**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information

Recommended Resolution:	**THAT Senate recommend that the Board of Governors approve the full program proposal for the Certificate in Farrier Science, effective September 1, 2020.**
Context & Background:	The redesigned Farrier Science program is coming forth in response to feedback from the Program Advisory Committee, various university governance committees and senior leadership. Since KPU's inception, the Advanced Farrier Training program (the existing credential) has been an integral part of the character of the institution and the surrounding community. The proposed Farrier Science program supports KPU's polytechnic mandate, embeds the high-impact practice of portfolio-based learning, and integrates learning in the classroom, the shop, and the field itself. The redesigned program is 30 weeks in length and includes 360 hours of practicum and practice-based experience (in FARR 1140 and 1150).
Key Messages:	1. Offering the Farrier Science program supports the mandate of KPU as a polytechnic institution and serves the needs of the equine community in BC. 2. The current Advanced Farrier Training program has a long history of offering a pathway for women to enter the trades. 3. The Farrier Science program would help increase the connections of the institution to the surrounding community, especially the agricultural sector 4. The Design of the Farrier Science program is intentionally fluid. Students will move between topics, learning activities, and learning environments as their ability and opportunities shift. As such, the focus in this document is on the rigour of the program's objectives, practices, and design. Courses running concurrently may naturally, as is often the case in Trades offerings, blend into one another.

Resource Requirements:	See the attached D5, which has been endorsed by the SSC Budget.

Consultations:

1. Program Advisory Committee (PAC): May through October, 2019
2. Trades & Technology, Academic Planning, Priorities & Budget: December 11, 2019
3. Trades & Technology Curriculum Committee: December 12, 2019
4. Trades & Technology Faculty Council: December 18, 2019
5. The Office of the Dean, Trades and Technology
6. Office of the Registrar, Terri Taylor and Stephen Yezerinac: December 11, 2019
7. Vice-Chair of Senate, David Burns: October 23, 2019; January 21, 2020
8. Office of the Provost, Sandy Vanderburgh

Attachments:

1. D10 FPP Cert in Farrier Science
2. D4 Budgetary Impact of Curriculum Proposals
3. D5 Financial Assessment Template
4. Library Impact Assessment

Submitted by:	*David Burns*
Date submitted:	*January 22, 2020*

Name of Institution: Kwantlen Polytechnic University	
Title of Program: Farrier Science	
Credential to be awarded to graduates: Certificate in Farrier Science	
Length of Program (number of credits): 30 weeks (33 credits)	

Institutional Contact: Gerard Laverty	**Title:** Faculty
Phone: 604-598-6177	**Email:** Gerard.Laverty@kpu.ca
Date: January 22, 2020	

A. Executive Summary:

A1. Summarize the purpose of the proposal

The purpose of the Certificate in Farrier Science is to teach students the knowledge, skills and behaviours to begin a career in farriery.

Table A1. Comparing Advanced Farrier Training with the newly designed Certificate in Farrier Science.

Name	Advanced Farrier Training	Certificate in Farrier Science
Program Learning Outcomes	• More emphasis on equine anatomy, physiology, disease and lameness and advanced practices like tool making	• Less emphasis on equine disease and lameness, therapeutic shoeing or tool making • More emphasis on professionalism and the development of field practice skills
Content	• Content included basic skills for farrier practice as well as advanced topics including: • Disease and lameness • Therapeutic shoeing • Tool making	• Content emphasizes basic skills for farrier practice, including shop safety and safe horse management • Capstone course includes opportunity to explore business practices and management skills
Teaching & Learning Activities	• Classroom instruction • Shop work	• Classroom instruction • Shop work • Inquiry-based experiential learning • ePortfolios
Courses	• Content courses only	• Content courses • Practicum (240 hours) • Portfolio and Practice 120 hours

KPU's existing farrier program is the only farrier program in the province. However, it has never been reviewed and required curriculum updating and a fiscally sustainable model. After considering students, industry stakeholders, and KPU's mandate and constraints, the new Certificate in Farrier Science will keep farriery alive in BC while helping to shape the future of this trade.

A2. Outline the key objectives and outcomes of the proposed program in one or two pages

Upon successful completion of the Farrier Science Certificate, students will be able to:

- Demonstrate safe practice while forging and horseshoeing. Implement effective inter-personal professional practice. Demonstrate improved physical fitness.
- Identify and analyze the anatomy and physiology of the equine and role of the farrier.
- Implement effective and innovative strategies to maintain the health and comfort of the horse.
- Evaluate the variables involved maintaining the horse unshod. Demonstrate trimming practice to enhance hoof and horse health.
- Define and analyze horse behaviours. Demonstrate empathic management techniques and maintain safe work environments.
- Evaluate the role of sustainable farriery to promote equine health and industry community and culture. Creating records of farriery work.
- Develop effective forging techniques to produce horseshoes.
- Implement safe and effective methods to shoe horses in a humane and empathic manner.

PROGRAM REQUIREMENTS	Safety, professional practice	Anatomy and physiology	Problem-Solving & Innovation	Equine unshod	Equine management	Broader systems	Forging	Horseshoeing
	Demonstrate safe practice while forging and horseshoeing. Implement effective inter-personal professional practice. Demonstrate improved physical	Identify and analyze the anatomy and physiology of the equine and role of the farrier.	Implement effective and innovative strageies to maintain the health and comfort of the horse.	Evaluate the variables involved maintaining the horse unshod. Demonstrate trimming practice to enhance hoof and horse health.	Define and analyze horse behaviours. Demonstrate empathic management techniques and maintain safe work environments.	Evaluate the role of sustainable farriery to promote equine health and industry community and culture. Creating records of farriery work.	Develop effective forging technique to produce horseshoes.	Implement safe and effective methods to shoe horses in a humane and empathic manner.
FARR1131	■		■	■	■	■		■
FARR1132		■		■		■		
FARR1133	■	■	■	■	■	■		
FARR1134	■		■	■	■	■	■	■
FARR1135	■	■	■	■	■	■		■
FARR1136	■	■	■		■	■	■	■
FARR1140	■	■	■	■	■	■	■	■
FARR1150	■	■	■	■	■	■	■	■

Program Rationale:

A3. Provide rationale for the credential

This proposal presents a re-designed program, replacing the current Advanced Farrier Training program with a modernized curriculum on a fiscally sustainable path.

The re-design of the program provided the opportunity for the Faculty of Trades and Technology to incorporate evidence-based, high-impact practices that can facilitate students' transition into the workforce. Feedback from the Program Advisory Committee was clear in the sense that the curriculum needed to be thoroughly reviewed and updated and that the costs of offering the program were not sustainable.

Farriery is a challenging occupation requiring a combination of knowledge, skills and behaviours best learned in a controlled environment combined with real world experience. The re-designed program will offer students an opportunity to reinforce their learning in the field. This will also allow successful students to more easily transition into positions as farrier apprentices.

Farriery is part of KPU's distinctive mix of educational programs. As Canada's only polytechnic university, it is important for the institution to maintain the trades programs that help to form KPU's unique educational identity. KPU's Certificate in Farrier Science is not only a unique program in BC with literally no other market competitors, but it also aligns with KPU's mandate as a polytechnic university. Moreover, the existing Advanced Farrier Training program has brought more women into the Faculty of Trades and Technology than all the other trades' programs combined. The redesigned program will allow KPU to continue to effectively promote women in the trades.

B. Program Description:

B1. State the goals and objectives of the new program

Graduates of the program will gain the theoretical knowledge required to understand how farriery can maintain and improve the well-being of horses and meet the needs of the horse industry. They will acquire the skills to carry out farriery in a safe, humane and empathic manner, meeting the needs of horses and horse owners in a variety of equine disciplines. Graduates will also learn how to interact with clients and other professions in the industry.

Students will have more opportunity for personal growth in the new program, with a greater emphasis on experiential learning and critical thinking. Inclusion of experiential learning activities (as in FARR 1150, Portfolio and Practice) and a practicum (FARR 1140) will facilitate students' skill development by exposing them to farriery in the field and will provide students with the opportunity to build their professional network. ePortfolios have been designated a high-impact practice by the Association of American Colleges and Universities. The ePortfolio component will be used to help students document, track and reflect on their classroom, shop, and field learning experiences.

This new program will provide an enriched learning experience that will help graduates to transition to the next stage in their education, one of the key initiatives of the KPU Academic Plan.

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

This program may serve anyone with a desire to become self-employed within the equine industry. Those with an interest in equine welfare, a challenging career working outdoors as an independent farrier, and veterinary students, will find this program valuable. Students will come from urban and rural locations, regionally and nationally, having prior horse experience across all disciplines of equine activity. Recent high school graduates, and mature students wishing to explore a new career path, will find that this program offers a path to an independent and rewarding lifestyle.

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

This is the only program offered in B.C.

B4. Provide evidence of labour market demand

See appendix B4. Survey of B.C. horse industry

Letter of support from President, American Farriers Association

Letter of support from Vice-President, Western Canadian Farriers Association

Letter of support from B.C.S.P.C.A.

Letter of support from Jayde Andres, DVM, BSc (AnSc)

Letter of support from PAC Chair

C. Curriculum:

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

Students will develop the ability to stay safe while carrying out the practice of farriery. Students will improve their level of fitness. They will learn the anatomical terminology, anatomy and physiology of the horse. They will learn how the limbs of the horse develop and function. They will learn safe humane, and empathetic horse handling techniques while trimming and shoeing. Students will learn how to trim hooves for horses to be barefoot and horses to be shod. Students will learn forging skills to make and modify horseshoes and learn to fit shoes to horse hooves. Students will apply shoes to hooves and complete the shoeing process. They will learn the communication and record keeping skills required to act in a professional manner.

C2. Describe the program/course structure

Note that under KPU policy a Certificate requires students to earn a minimum Cumulative GPA and Program GPA of 2.0.

Courses:

- FARR1131 (2 credits) – Fundamentals of Farrier Science
- FARR1132 (2 credits) – Equine Anatomy & Physiology
- FARR1133 (2 credits) – Equine Conformation & Trimming
- FARR1134 (5 credits) – Horseshoe Forging
- FARR1135 (5 credits) – Equine Management for Farriers
- FARR1136 (6 credits) – Horseshoeing
- FARR1140 (6 credits) – Farrier Practicum
- FARR1150 (5 credits) – Farrier Portfolio & Practice

PROGRAM DURATION: 30 WEEKS TOTAL

Block A — 16 weeks
- FARR1131 – Fundamentals of Farrier Science
- FARR1132 – Equine Anatomy & Physiology
- FARR1133 – Equine Conformation & Trimming
- FARR1134 – Horseshoe Forging
- FARR1135 – Equine Management for Farriers
- FARR1136 – Horseshoeing
- FARR1150 – Portfolio & Practice

Block B — 12 weeks
- FARR1140 – Farrier Practicum (240 hours of field practice)

Block C — 2 weeks
- FARR 1150

(120 hours of inquiry-based experiential learning)

NOTE: This is an approximation of a fluid, non-linear trades program in which you cannot with certainty predict where a student will be at a given point in the program.

Program Details:
- 8 courses
- 30 weeks
- 240 hours of field practice (Practicum)
- 120 hours of inquiry-based experiential learning (Portfolio & Practice)
- Incorporates experiential learning, job shadowing, professional development and ePortfolios

The program will be divided into three (3) blocks:
- **Block A.** Sixteen (16) weeks classroom/shop, and Portfolio and Practice (FARR 1150) begins and carries on throughout the remainder of the program
- **Block B.** Twelve (12) weeks classroom/shop and two hundred and forty (240) hours field practice (Practicum, FARR 1140)
- **Block C.** Two (2) weeks classroom/shop

Students who have partially completed the Certificate in Advanced Farrier Training program are eligible to have their courses substituted for the outstanding course requirements as provided for under Policy AR16, Requirements for Graduation.

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

N/A

D. Program Consultations and Evaluation:

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

1. N/A

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

1. Program Advisory Committee (PAC). Composed of a broad cross section of the equine industry, membership is composed of practicing farriers, equine veterinarians, horse owners/trainers, international riders and recent graduates. The PAC has held regular meeting to discuss the strengths and deficiencies of the current program, and the needs of the industry. The PAC expressed a need to develop a more rigorous education model that included a substantial period of field practice for students.
2. Western Canadian Farriers Association.
3. American Farriers Association.

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

The Certificate in Farrier Science meets the program eligibility requirements as outlined in KPU's StudentAidBC Program Eligibility Form (Rev 2020-01-02 – SABC Eligibility form Mar 2019).[1]

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

In collaboration with the Teaching and Learning Commons the Farrier program will undertake annual curriculum review and revision for the first three years of the program.

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[1] The website www.bcsap.bc.ca is no longer being maintained by the government, but our internal documents for SABC eligibility indicate the program meets all requirements.

	Year 1	Year 2	Year 3
Curriculum	ePortfolio Review	ePortfolio Review	ePortfolio Review
Students	Focus Group	Exit Survey	Exit Survey
External Stakeholders	PAC Meeting	PAC Meeting	PAC Meeting

There will be a review of ePortfolio use within the program to evaluate whether all the learning outcomes of the program have been met. This will allow us to determine if there are any gaps in curriculum that need addressing.

In the first year, in collaboration with the TLCommons, the program will host a focus group with the first cohort of students to gather their feedback about the new program. In the second and third offering we will work with the TLCommons and the Office of Planning and Accountability to conduct an exit surveys with students.

During the first year there will be two meetings with the Program Advisory Committee (PAC). The first after fifteen (15) weeks and the second at the end of the program. We will also report out student feedback to the PAC each year and will collect feedback from committee members.

The farrier trade in British Columbia may become a self-regulated trade in the near future. In addition, multi-year apprenticeships are being designed by a national trade council of farriers. These two changes may precipitate a revision of the program to align with these external changes, and we will monitor industry standards to determine if program revisions become necessary. At this time, no draft standards are available on which to plan program changes.

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

The new program will continue the best practices that have been developed over many years of training students to enter the farrier trade at KPU. Additionally, only farriers that have a record of best practice training apprentices, as adjudicated by the Program Advisory Committee, will be assigned students for the practicum portion of the program. Training farriers will enter a contract of engagement with the University for the duration of the practicum. During the practicum the activities of the students will be clearly described to both students and farriers. Students will only carry out work while under the direct supervision of their assigned farrier. Ongoing evaluation of the student field experience will be carried out by faculty to address any safety concerns a student may have. In the event a student is injured the farrier will report the incident to the institution by contacting farrier faculty and the Dean and/or Associate Dean of the Faculty of Trades and Technology immediately.

E. Admissions and Transfer:

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

Students will need to meet the following admission requirements:

- BC English Studies 12 with a minimum grade of 'C' (or equivalent) or Completion of KPU's Vocational Trades English Reading Assessment with a minimum score of 80%
- Students must submit two references verifying their experience handling a variety of horses (i.e. basic care, leading, catching, and releasing).

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

N/A

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

The health of a horse is critically dependent on the health of its hooves. BCSPCA and British Columbia Horse Council describe farriers as primary health care providers to the equine community. Moreover, KPU's program is the only farrier program in BC, and one of only two programs in Western Canada.

Continuing to offer some version of the Advanced Farrier Training program at KPU has had considerable support from faculty across the institution, as well as from the broader lower mainland community. We are very grateful for the opportunity to propose the Certificate in Farrier Science in order to maintain this unique and valued program. The revisions reflect our efforts to foster financial sustainability in the program, while considering student interests and the broader stakeholder perspectives on farrier education.

From: Jayde Andres [mailto:aevs@telus.net]
Sent: Tuesday, November 19, 2019 3:03 PM
To: Gerard Laverty <gerard.laverty@kpu.ca>
Subject: KPU Farrier Program
Attn: Sandy Vanderburgh

Gerard Laverty has request I review and comment on the proposed revised farrier program for KPU. I am an equine veterinarian (24 yrs) and a current member of the Farriery Program Advisory Committee. I understand the need to revise the program to not only meet the needs of the students but also of KPU, and feel the proposed program as currently written should do that - I fully support the proposal.
The most common reason for an equine veterinarian to make a farm visit is to diagnosis and treat lameness issues. Of those lameness cases a significant proportion are hoof/foot related - working with a competent farrier is essential to outcome of most of these cases. Farriery is not easy. It requires a lot of training, a lot of practice, and ongoing learning to keep abreast of new techniques and products.
The farriery program offered at KPU provides entry level workers ready to start on the farrier career path. With the proposed changes to include extensive practical experience, the students should gain much more insight into the type of farriery required beyond the basics that they'll learn and practice in class, and how practicing farriers assess and shoe each horse. This in turn should increase their overall understanding and competency when they graduate from the farrier program.
Sincerely,
Jayde Andres, DVM BSc(AnSc)

November 19, 2019.
Kwantlen Polytechnic University
12666, 72 Avenue
Surrey, BC. V3W 2M8

Dear Dr. Sandy Vanderburgh

As Chairman of the Program Advisory Committee I would like to express the Committee's full support for the proposed redesigned Farrier Program.
The new Foundations in Farriery Program is the result of countless hours of consultation with the Program Advisory Committee, the University and Equine professionals.
As a result, Gerard Laverty has put together a program that our committee feels addresses the concerns of KPU. and the needs of future students.
We feel that the Program will give students the best opportunity to be successful in the Farrier Industry. It will better prepare them for a formal apprenticeship, which appears to be coming through regulation, or a nationally recognized voluntary apprenticeship program.
The increased practical field experience better prepares the student for the physical and mental demands of the profession.
As one of only two educational facilities in Canada to offer Farrier Training, I urge KPU to continue to offer and improve the Farrier Program in the future.
Regards
Rick Higginson CJF. November 18th, 2019

Hi Gerard,

Happy to see progress on creating a new program that will fit with the needs of the equine community as well as KPU. Unfortunately, I will not have time to review the program proposal in detail but will note that the BC SPCA is still in full support of reinstating the program. As stated in our letter from March, this is a key animal welfare issue for the thousands of equines in the province. Please accept our March 21, 2019 letter as our submission to the university executive at this time.

Thank you,

Melissa Speirs, M. Sc.
Manager, Farm Animal Welfare

BC SPCA
1245 East 7th Avenue
Vancouver BC V5T 1R1
236.558.1278 (best)
1.800.665.1868 x 1338
mspeirs@spca.bc.ca • spca.bc.ca/farm

BCSPCA
SPEAKING FOR ANIMALS

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Charitable Registration # BN 11881 9036 RR0001

March 21, 2019
Kwantlen Polytechnic University 12666 72 Ave Surrey, BC V3W2M8

Dear President Dr. Alan Davis, Provost, Vice President Dr. Salvador Ferreras, and the board of Governors,

The BC Society for the Prevention of Cruelty to Animals (BC SPCA) strongly supports Kwantlen Polytechnic University (KPU)'s farrier program. Halting the program would negatively impact horse welfare in British Columbia.

The BC SPCA's mission is to protect and enhance the quality of life for domestic, farm and wild animals in B.C. Through donor-funded enforcement of the B.C. Prevention of Cruelty to Animals Act, our organization investigates animal cruelty and neglect across the province. Improper hoof care is a common issue we encounter with horses that come into our care through seizure or surrender.

The BC SPCA supports the efforts of the Western Canadian Farriers Association (WCFA) in their pursuit of regulation for hoof care professionals in B.C. The BC SPCA recently submitted a letter to the Ministry of Agriculture supporting WCFA's desire for regulations and registration of industry members (attached).

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 A lack of formal training, professional status, and standards for equine hoof care is an animal welfare issue for the 95,000 horses living in British Columbia. The KPU farrier program is an integral part of regulating the farrier industry by preparing students with the theory and skills necessary to begin an apprenticeship, or allowing graduates to step in and provide reputable farrier services to underserved communities. Each graduate can protect and improve the welfare of up to 400 horses every year.

It is in the public interest to pursue a regulated system of formal education and standards so that individuals carrying out farrier work can be held accountable. This will protect the horse community that is currently at risk to abuse and injury from unqualified work.

Just as healthy hooves are the foundation of every great horse, the KPU Farrier program builds a foundation of great Farriers. It is in the interest of horses and their welfare that the BC SPCA offers our support to continuing the farrier program at KPU. We would be pleased to discuss opportunities the BC SPCA can provide for promoting the program in future if this is of interest to KPU.

Melissa Speirs   Manager, Farm Animal Welfare mspeirs@spca.bc.ca

cc: Honorable Lana Popham, Wes Shoemaker, and James Mack, Ministry of Agriculture Will Clinging, Vice President Western Canadian Farrier's Association

Dear Dr. Davis,

Good afternoon, I write to you on behalf of the American Farrier's Association. As an association, we implore you to please consider maintaining the farrier program. I hope that you can recognize the importance and the history of the program at Kwantlen Polytechnic University. The instructors you've had are many of the leaders within the industry and the students whom have become farriers in your program have gone on to great careers. Within the farrier profession your program is viewed as a historic model for other programs within the North America. Over the last decade many colleges and universities have initiated farrier programs including the University of Illinois, Virginia Tech, and Iowa State University. These programs would likely not have begun without precedent and standard set by KPU.

By continuing the farrier program, you will provide the necessary support to many interested students in becoming a farrier. It will also provide much needed farrier services to those clients who have been coming to the college for the farrier students to work on. The graduates will provide services to the horse owning public at a local, regional, national, and perhaps even international level. Please understand that with the elimination of the farrier program the impact will be felt well beyond British Columbia. The entire profession and the equine community will be diminished.

The USA and the rest of North America are watching very closely to the farrier profession in British Columbia. As the farriers in BC move toward regulation, they are likely setting the precedent for all of North America as regulation of the farrier industry is inevitable. It is vital to the profession that farriers entering the trade have the opportunity for advanced training and education. Without the program at KPU to be the lynch pin in the farrier training required to adhere to regulatory standards within BC the idea is doomed to fail. The men and increasing number of women in the farrier trade deserve the right to study at your institution!

We greatly appreciate your consideration to our request and are happy to reply to any questions or concerns you may have.

Sincerely,

Travis Burns
President
American Farrier's Association

Travis Burns BS PG Dip Vet Ed, CJF, TE, EE, FWCF, FHEA
Associate Professor
Chief of Farrier Services
Virginia-Maryland College of Veterinary Medicine
Large Animal Clinical Sciences
285 Duck Pond Drive
Blacksburg VA, 24061
(540) 231-9043
www.vetmed.vt.edu/vth/la/equine/podiatry.asp

Will Clinging <will.clinging@gmail.com>   Mon, Feb 18,
                                                                          8:01 AM

to Alan.Davis, Salvador.Ferreras, boardofgovernors, me

Dear President Dr. Alan Davis, Provost, V.P. Salvador Ferreras and the board of
Governors.

 My name is Will Clinging. I am the current Vice President of The Western Canadian
Farriers Association (WCFA). Gerard Laverty has just informed me of the possibility
Kwantlen Polytechnic is considering the end of its Farrier training program. This news
is deeply concerning. I am not sure if you are aware of the potential consequences to
the entire Farrier industry in British Columbia. The WCFA is currently engaged in
talks with the Minister of Agriculture to have the Farrier industry regulated. If
regulation occurs, we hope that it will lead to a formal apprenticeship. The Farrier
program at KPU is critical to provide the formal theoretical knowledge, and practical
skills necessary to prepare a student for an apprenticeship and apprentices with the
necessary continuing education to become registered farriers. Without an accredited
educational institution in BC capable of supplying this education our efforts to
become a recognised trade in BC would be crippled.
The Farrier training program since its inception has been considered one of the top
Farrier schools in North America. It has taught and trained many of the best working
farriers working in the Industry throughout the country. Although the Farrier industry
is relatively small it is an industry that is perpetually in need of qualified practitioners.
Without the access to study at Kwantlen it will leave potential students unable to get
into the industry unless they are willing and able to travel to study in Alberta or the
USA.
The Farrier Program at KPU has had a massive influence on our trade. Former
instructors Bob Marshall: World Champion Farrier, to Hank McEwan: Farrier Hall of
Fame member, to Cindy Eldstrom: a Pioneer of Women in the Farrier industry to
Gerard Laverty arguably the most qualified farrier in Canada, the program instructors
have been exceptional, the quality of the program is unmatched in Canada.
I cannot stress enough the devastating loss to our industry the end of Farrier Training
at KPU would be. I Sincerely hope that you consider the industry wide
ramifications and that you weigh this decision appropriately.

Sincerely
Will Clinging CJF
Vice President WCFA
Chair, Regulation Committee

Budgetary Impact of Curriculum Proposals

From: **Date: November 8, 2019**

Dept./Program: Farrier	Faculty: Faculty of Trades & Technology
Phone: 604-598-6177	E-mail: gerard.laverty@kpu.ca

Program(s)/Course change(s) that this form applies to:
(one form may be used for multiple changes with similar budgetary impact)

Foundations in Farrier Certificate Program

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required (please attach if lengthy):
(Please contact Financial Services at Budget.Acctng@kpu.ca for assistance with completing this form.)

Existing budget for Advanced Farrier will transition to the Foundations in Farrier Certificate Program

Select from one of the following two choices:

☐   NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.

☑   YES. Additional budget IS required to implement this curriculum change. A brief explanation is requested.

      ☑   Additional budget is required by the proposing Faculty.

      ☐   Additional budget is required by other Faculties outside of the proposing Faculty. Signatures of Deans from other Faculties offering service courses are required.

Signature of Department Chair: _____ Date: _Nov 12/19_

Signature of Faculty Council Chair: _____ Date: _Nov 12/19_

Signature of Faculty Dean: _____ Date: _Nov 12/19_

Signature of Deans Offering Service Courses: _____ Date: _____

_____ Date: _____

Signature of University Librarian
(if additional library resources required) _____ Date: ~~November 14/19~~ January 22/20

Signature from Financial Services: _Candice Garton_ _digital signature on original_ Date: _11Nov/2019_

Signature of Provost: _____ Date: _____
(mandatory for all new program proposals and for significant curriculum changes that may have a budgetary impact)

Signature from Polytechnic
University Executive: _____ Date: _____
(mandatory for all new program proposals)[1]:

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

Financial Assessment Template
Summary Financial Information

Program Name: *CERTIFICATE IN FARRIER SCIENCE*

	Total Credits (excluding existing courses)	Fiscal Yr 1	Fiscal Yr 2	Fiscal Yr 3	Fiscal Yr 4	Stable State	
Student Mix Expectations per year							* if stable state is reached sooner than Year 5, please leave applicable years blank
Full-Time Delivery - WITH ATTRITION							
New Domestic Students entering into year 1 of program	33	9	9	10	11	12	
New International Students entering into year 1 of program	33	0	0	0	0	0	
Part-Time Delivery - WITH ATTRITION							
New Domestic Students entering into year 1 of program	33	0	0	0	0	0	
New International Students entering into year 1 of program	33	0	0	0	0	0	
Total New Students per Year For All intakes - WITH ATTRITION		9	9	10	11	12	
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		1	1	1	1	1	changing over time please include
Number of Cohorts per Intake		1	1	1	1	1	
Total Cohort Intakes in Academic Year		1	1	1	1	1	
Total intakes		1	1	1	1	1	
Revenues:							
Operating		126,695	129,759	143,960	161,181	178,936	
One-time Only/Start-up		-	-	-	-	-	
Total Revenues:		126,695	129,759	143,960	161,181	178,936	
Expenditures:							
One-time Only/Start-up Operating		7,000	5,000	5,000	-		
One-time Only/Start-up Capital		-	-	-	-		
Ongoing Operating Costs		206,624	213,420	220,459	227,750	235,302	
Ongoing Capital Costs		-	-	-	-	-	Stable State includes replacement cycle of capital assets
Total Expenditures		213,624	218,420	225,459	227,750	235,302	
							If course is online, then overhead is estimated at 25% vs in class sections at 40%.
Overhead based on revenue (up to revenue for 40% 24 students per class per intake)		41,278	42,104	47,717	53,539	59,574	Overhead covers security, facilities, maintenance, electricity, heat, water, student services, HR, finance, other support services
Replacement cycle of capital assets						-	4 years for computer related equipment, 5 years for other equipment, and 7 years for furniture
Net cash inflows (outflows)		(128,207)	(130,765)	(129,217)	(120,108)	(115,940)	
Ongoing Capital Costs		0	0	0	0	0	
Budget required							
Operating Budget		213,624	218,420	225,459	227,750	235,302	* if the expectation is that program needs can be met with existing resources, please include this assumption in comments.
Capital Budget		-	-	-	-	-	
Overhead required		41,278	42,104	47,717	53,539	59,574	
Total Budget Required		254,902	260,524	273,177	281,289	294,876	

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:

Total Investment/Start-up Costs During First 4 Years	(508,296)
Stable State Net Income	(115,940)

Program will not break-even under current assumptions

Payback Period (in stable state years)		*assumes a 2% inflation
Tuition & Student Fees per Domestic Student	$ 11,466.12	
Break-even # of Domestic Students	26	based on multi-cohorts
Break-even # of Domestic Students	26	per cohort

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

Financial Services sign-off:

Candice C Gartry
Digitally signed by Candice C Gartry
DN: cn=Candice C Gartry, o=Kwantlen Polytechnic University, ou=Financial Services, email=candice.gartry@kpu.ca, c=CA
Date: 2020.03.25 15:27:18 -07'00'

Date: _____

Executive Director, Financial Services

Joe Sass   Date: March 25, 2020

VP, Finance and Admin

Is program profitable?   No

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

Faculty Sign-off:

Date: _____

Program Developer

BJ moulpeian

Dean   Date: *march 25/2020*

Certificate in Farrier Science

Library Impact Assessment

for New and Revised Programs

Date: November 13, 2019

Kwantlen Library Impact Assessment Process for
New and Revised Programs

ASSESSMENT POLICY

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.

2. Requests for a library impact assessment are to be directed to the Senate Standing Committee on Curriculum (SSCC) liaison librarian.

3. The development of library impact assessments for programs is based on a consultative model. The SSCC liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the SSCC liaison librarian will make a decision on whether the revised content requires a library impact assessment.

4. Timelines for completion of the Library Impact Assessment are:

    New Programs: Developers must allow a minimum of 3 weeks for the completion of a new program library impact assessment.

    Revised Programs: Developers must allow a minimum of 2 weeks for the completion of a revised program library impact assessment.

5. Completed library impacts assessments will be signed by the SSCC liaison librarian and the University Librarian and sent to the program developer. A copy of the assessment summary (Part B only) must be appended to the program concept and sent to the Senate office after the program and developer has reviewed and signed the assessment.

6. The library impact assessment will normally include projected and retrospective monograph and periodical costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection. Audio-visual purchase costs will be included where appropriate. Projected enrolments will be included in the cost calculations where multiple sections or multiple campus enrolments are indicated or in cases where most resources will be provided by interlibrary loan.

7. Specialized or subject-specific databases not already held by the library will be costed against the number of 300- and 400- level courses in the subject area. Upper-level field courses, co-ops, and practicums will be deducted from the total number of subject area 300- and 400- level courses.

Library Resources Impact Assessment
New Program Proposal or Revision

Name of Program:

Certificate in Farriery Science

Is this a Revision of an Existing Program?   Yes ☒ No ☐

Name(s) of Program Developer(s):

Gerard Laverty

Key Online Databases (periodical indexes/abstracts):		
Name	**Held by KPU Library?**	**If no, estimate annual cost to provide:**
Medline & PubMed	Yes ☒ No ☐	
PubAg	Yes ☒ No ☐	
ScienceDirect	Yes ☒ No ☐	
Wiley Online Library	Yes ☒ No ☐	
SpringerLink	Yes ☒ No ☐	
	Sub Total	**0**
Comments:		
Not applicable.		

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Key Periodicals (core titles in the subject area):		
Name	**Held by KPU Library?**	**If no, estimate annual cost to provide:**
Forge	Yes ☐ No ☒	140.00 CAD
American Farriers Journal	Yes ☒ No ☐	
	Sub Total	**140.00 CAD**

Comments: There may be other journals identified to support the certificate.

Key Reference Titles:		
Name	**Held by KPU Library?**	**If no, estimate annual cost to provide:**
Gregory's Textbook of Farriery	Yes ☒ No ☐	
	Sub Total	**0**

Comments:

Not applicable.

Monographs:	
Number of titles held by Kwantlen in this subject area:	~100
Average number of titles purchased annually:	15-20
Average cost per volume of titles in this subject area:	$60.00
Is the collection current?	Yes ☒ No ☐
Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:	

The currency and comprehensiveness of the collection should be improved.
To refresh and update the monograph collection, approximately $600.00-$800.00 CAD should be allocated to keep the collection current.

Comments:

The subject liaison librarian has completed a preliminary list of relevant materials to be added to the collection.

Summary Statement:

This impact assessment has been based on the information available. It is possible that as courses are developed, further resources may need to be allocated in support of this program.

The Library supports the Certificate of Farriery as outlined in the proposal.

Previous Collection Development:

The collection as it exists has been developed to meet the needs of students enrolled in previous farriery courses.

Future Collection Needs:

The Trades and Technology Librarian will continue to liaise with the instructor to add specific subject matter to the collection where budget allows.

Collection Development Obstacles:

Funding:

There is no room in the library's budget for additional electronic resources or journals without additional funding.

Total Estimated Start-up Costs (one time):	**$800**
Total Estimated Annual Costs (on-going):	**$600**

Assessment Prepared by:

Jen Adams

SSCC Liaison Librarian

November 13 , 2019

Date

Assessment Reviewed by:

November 13, 2019

University Librarian

Date

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#4.3**
	Meeting Date:	**April 1, 2020**
	Presenter(s):	**Candice Gartry**

KPU

Agenda Item:	**Updated FM2 Joint Investment Advisory Committee Memorandum of Understanding and Terms of Reference**

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

Recommended Resolution:	**THAT the Board of Governors approve the updated Joint Investment Advisory Committee Memorandum of Understanding and Terms of Reference as recommended by the Board Finance Committee.**

Board Committee Report:	At its meeting held on March 10th, 2020 the Board Finance Committee recommended that the Board of Governors approve the updated Joint Investment Advisory Committee Memorandum of Understanding and Terms of Reference.
Context & Background:	KPU and the KPU Foundation would like to create a Joint Investment Advisory Committee to share information, development policy statements and jointly seek advice from the Investment Managers. A previous version of the MoU and ToR were approved by the Board Finance Committee; however, this updated version includes slight changes to the Purpose and KPU Membership sections.
Key Messages: *[maximum of three]*	1. KPU and the KPU Foundation wish to create a Joint Investment Advisory Committee. 2. The revised MoU and ToR includes slight changes to the Purpose and KPU Membership Sections. 3. KPU Foundation's Finance Committee has approved this updated MoU and ToR.
Resource Requirements:	KPU will provide staff, meeting rooms, catering, equipment and supplies to support the activities of the Joint Investment Advisory Committee.
Implications / Risks:	If the MoU and ToR are not approved, the Joint Investment Committee will not move forward. This could result in less than desired investment returns as KPU would not benefit from the expertise of the KPU Foundation's Investment Committee members. Increased costs associated with investment management fees may also occur as the anticipated economies of scale expected by working with the Foundation may not be available.

Consultations: Discussions have been held with the KPU Foundation's Finance Committee and Board of Directors, with KPU's Finance Committee, as well as legal counsel for both entities.

Attachments:
1. Joint Investment Advisory Committee Memorandum of Understanding and Terms of Reference – Tracked Version
2. Joint Investment Advisory Committee Memorandum of Understanding and Terms of Reference – Clean Version

Submitted by: Candice Gartry / Interim Executive Director, Financial Services

Date submitted: March 18, 2020

MEMORANDUM OF UNDERSTANDING
JOINT KPU INVESTMENT ADVISORY COMMITTEE

This Memorandum of Understanding is made the _____ day of_____, ~~2019~~2020.

BETWEEN:

Kwantlen Polytechnic University ("KPU")

AND:

Kwantlen Polytechnic University Foundation (the "Foundation")

A.   KPU is a University continued under the *University Act*, and a registered charity. The Foundation is a society registered under the BC *Societies Act*, and a registered charity.

B.   KPU and the Foundation both hold funds in their accounts for investment purposes, and each have adopted policies and procedures to govern their investments.

C.   KPU and the Foundation will each retain control of decision-making authority over, and ownership of, their respective funds, but will each separately retain the same investment manager(s) (the "**Investment Manager(s)**") to assist with aligning investment decisions, achieving economies of scale for the purpose of efficiencies, limiting management costs and maximizing shareholder return. The Investment Manager(s) will be instructed to establish separate accounts and reporting lines for each party's investments.

D.   KPU and the Foundation hereby create a joint committee entitled the Joint Investment Advisory Committee (the "**Committee**") with a structure as generally expressed in Schedule A, on the terms of reference (the "**ToR**") attached here as Schedule B, as it may be amended from time to time.

E.   The Committee will be advisory in nature, with each party retaining its respective funds and the ultimate decision-making authority over how to invest its funds in accordance with its own investment policies and procedures.

F.   The mandate of the Committee will include:

(a)   sharing information, development of the investment policy statements for each respective fund and jointly seeking investment advice from the Investment Manager(s) to ensure each party's investment decisions and returns are optimized to enable each party to achieve their respective institutional and charitable purposes;

~~(a)   sharing information and jointly seeking investment advice from the Investment Manager(s) to ensure each party's investment decisions and returns are optimized to enable each party to achieve their respective institutional and charitable purposes~~;

(b)   assessing the performance of the Investment Manager(s);

(c)   providing advice to each party's Finance Committee via their respective representatives on this Committee; and

(d)   such other roles and functions determined by the parties from time to time and reflected in the Committee's ToR.

G.   Either party may terminate this MOU (and the Committee) at any time, for any reason, by giving 30 days' prior written notice to the other party.

H.   The parties' respective Boards will review the operation and effectiveness of the Committee on an annual basis.

Agreed as at the date written on page 1.

Kwantlen Polytechnic University   **Kwantlen Polytechnic University Foundation**

Per: _____   Per: _____
      Authorized Signatory   Authorized Signatory

Per: _____   Per: _____
      Authorized Signatory   Authorized Signatory

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

KPU Board of Governors and KPU Foundation
Proposed Alignment

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SCHEDULE B

TERMS OF REFERENCE

JOINT KPU INVESTMENT ADVISORY COMMITTEE

Background:

Kwantlen Polytechnic University ("**KPU**") and Kwantlen Polytechnic University Foundation (the "**Foundation**") have retained the same Investment Manager(s) to provide investment advice and services, and to aid each party in optimizing their respective investment decisions. Each party retains full control and authority over its funds and an independent formal relationship with the Investment Manager(s).

A. Purpose

The Committee's purpose is:

- sharing information, development of the investment policy statements for each respective fund and jointly seeking investment advice from the Investment Manager(s) to ensure each party's investment decisions and returns are optimized, in keeping with their respective investment policies and procedures

- ~~sharing information and jointly seeking investment advice from the Investment Manager(s) to ensure each party's investment decisions and returns are optimized, in keeping with their respective investment policies and procedures~~;

- assessing the performance of the Investment Manager(s);

- providing advice to each party's Finance Committee via their respective representatives on this Committee; and

- such other roles and functions determined by the parties from time to time.

B. Membership

KPU Members:

- Member of the KPU Board of Governors' Finance Committee

-

- KPU Vice President, Finance and Administration, or delegate

- KPU Executive Director, Advancement

Foundation Members:

- CEO, KPU Foundation

- KPU Foundation Board member

- KPU Foundation Board member

- KPU Foundation Board member

Observers. Each party may request that members of their respective staff attend meetings as observers. Observers may be permitted at the discretion of the Chair, and may be permitted to participate in discussions of the Committee at the Chair's discretion.

Chair. The members of the Committee shall, by majority vote, elect a Chair, who will serve a one-year term.

C. Administration

Secretariat. KPU will provide, at its cost, staff and all meeting rooms, catering, equipment, telecommunication, and supplies to support the activities of the Committee.

Costs. KPU will be responsible for any costs associated with its respective members' participation in meetings of the Committee.

D. Committee Meetings

All Committee Meetings will be closed meetings.

Regular Meetings. Meetings will be held quarterly on a date and time set at least 30 days in advance by the Chair.

Discretionary Meetings. The Chair may call meetings from time to time as deemed necessary to transact business, at the discretion of the Chair, or if requested by any two committee members.

Attendance. The purposes of the Committee are not achieved without high attendance from both KPU and the Foundation. Should less than half of the members from each of KPU and the Foundation confirm their availability to attend a scheduled meeting, the Chair must consider rescheduling the meeting. Quorum for Committee Meetings is 50% of the membership plus one. At least one member from each of KPU and the Foundation must be in attendance for a meeting to proceed.

Investment Manager Review. The Committee will review and assess the performance of the Investment Manager(s) at least once per calendar year.

E. Proceedings of the Committee Meetings

Agenda. The Chair will consult with Committee members prior to setting each meeting's agendas.

Conflicts. At the commencement of each meeting, the Chair shall ask members if they have any conflicts of interest to disclose. Any member with a potential, actual or apparent conflict of interest must disclose such conflict, and unless otherwise determined by the Chair, recuse themselves from discussions and decisions in respect of that matter.

Facilitating Participation. The Committee will use reasonable efforts to facilitate members' participation by telephone or internet, where possible.

Minutes. The discussions of the Committee, and the advice and recommendations of Investment Manager(s) will be recorded in minutes, and such minutes will be provided to the Committee.

MEMORANDUM OF UNDERSTANDING
JOINT KPU INVESTMENT ADVISORY COMMITTEE

This Memorandum of Understanding is made the _____ day of_____, 2020.

BETWEEN:

Kwantlen Polytechnic University ("KPU")

AND:

Kwantlen Polytechnic University Foundation (the "Foundation")

A.   KPU is a University continued under the *University Act*, and a registered charity. The Foundation is a society registered under the BC *Societies Act*, and a registered charity.

B.   KPU and the Foundation both hold funds in their accounts for investment purposes, and each have adopted policies and procedures to govern their investments.

C.   KPU and the Foundation will each retain control of decision-making authority over, and ownership of, their respective funds, but will each separately retain the same investment manager(s) (the "**Investment Manager(s)**") to assist with aligning investment decisions, achieving economies of scale for the purpose of efficiencies, limiting management costs and maximizing shareholder return. The Investment Manager(s) will be instructed to establish separate accounts and reporting lines for each party's investments.

D.   KPU and the Foundation hereby create a joint committee entitled the Joint Investment Advisory Committee (the "**Committee**") with a structure as generally expressed in Schedule A, on the terms of reference (the "**ToR**") attached here as Schedule B, as it may be amended from time to time.

E.   The Committee will be advisory in nature, with each party retaining its respective funds and the ultimate decision-making authority over how to invest its funds in accordance with its own investment policies and procedures.

F.   The mandate of the Committee will include:

(a)   sharing information, development of the investment policy statements for each respective fund and jointly seeking investment advice from the Investment Manager(s) to ensure each party's investment decisions and returns are optimized to enable each party to achieve their respective institutional and charitable purposes;

(b)   assessing the performance of the Investment Manager(s);

(c)   providing advice to each party's Finance Committee via their respective representatives on this Committee; and

(d)   such other roles and functions determined by the parties from time to time and reflected in the Committee's ToR.

G.   Either party may terminate this MOU (and the Committee) at any time, for any reason, by giving 30 days' prior written notice to the other party.

H.   The parties' respective Boards will review the operation and effectiveness of the Committee on an annual basis.

Agreed as at the date written on page 1.

Kwantlen Polytechnic University   **Kwantlen Polytechnic University Foundation**

Per: _____   Per: _____
       Authorized Signatory   Authorized Signatory

Per: _____   Per: _____
       Authorized Signatory   Authorized Signatory

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KPU | KWANTLEN POLYTECHNIC UNIVERSITY

KPU Board of Governors and KPU Foundation
Proposed Alignment

KPU
Board of Governors

KPU Foundation
Board of Directors

KPU Foundation
Executive Committee

KPU Board
Finance Committee

KPU Foundation
Finance & Investment
Committee

Joint Investment Committee

Comprised of four Foundation Investment
Committee Members, one KPU Finance
Committee Member, and the VP,
Finance & Administration (or delegate)

TERMS OF REFERENCE

JOINT KPU INVESTMENT ADVISORY COMMITTEE

Background:

Kwantlen Polytechnic University ("**KPU**") and Kwantlen Polytechnic University Foundation (the "**Foundation**") have retained the same Investment Manager(s) to provide investment advice and services and to aid each party in optimizing their respective investment decisions. Each party retains full control and authority over its funds and an independent formal relationship with the Investment Manager(s).

A. Purpose

The Committee's purpose is:
- sharing information, development of the investment policy statements for each respective fund and jointly seeking investment advice from the Investment Manager(s) to ensure each party's investment decisions and returns are optimized, in keeping with their respective investment policies and procedures;

- assessing the performance of the Investment Manager(s);

- providing advice to each party's Finance Committee via their respective representatives on this Committee; and

- such other roles and functions determined by the parties from time to time.

B. Membership

KPU Members:

- Member of the KPU Board of Governors' Finance Committee

- KPU Vice President, Finance and Administration, or delegate

- KPU Executive Director, Advancement

Foundation Members:

- CEO, KPU Foundation

- KPU Foundation Board member

- KPU Foundation Board member

- KPU Foundation Board member

Observers. Each party may request that members of their respective staff attend meetings as observers. Observers may be permitted at the discretion of the Chair, and may be permitted to participate in discussions of the Committee at the Chair's discretion.

Chair. The members of the Committee shall, by majority vote, elect a Chair, who will serve a one-year term.

C. Administration

Secretariat. KPU will provide, at its cost, staff and all meeting rooms, catering, equipment, telecommunication, and supplies to support the activities of the Committee.

Costs. KPU will be responsible for any costs associated with its respective members' participation in meetings of the Committee.

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Discretionary Meetings. The Chair may call meetings from time to time as deemed necessary to transact business, at the discretion of the Chair, or if requested by any two committee members.

Attendance. The purposes of the Committee are not achieved without high attendance from both KPU and the Foundation. Should less than half of the members from each of KPU and the Foundation confirm their availability to attend a scheduled meeting, the Chair must consider rescheduling the meeting. Quorum for Committee Meetings is 50% of the membership plus one. At least one member from each of KPU and the Foundation must be in attendance for a meeting to proceed.

Investment Manager Review. The Committee will review and assess the performance of the Investment Manager(s) at least once per calendar year.

E. Proceedings of the Committee Meetings

Agenda. The Chair will consult with Committee members prior to setting each meeting's agenda.

Conflicts. At the commencement of each meeting, the Chair shall ask members if they have any conflicts of interest to disclose. Any member with a potential, actual or apparent conflict of interest must disclose such conflict, and unless otherwise determined by the Chair, recuse themselves from discussions and decisions in respect of that matter.

Facilitating Participation. The Committee will use reasonable efforts to facilitate members' participation by telephone or internet, where possible.

Minutes. The discussions of the Committee, and the advice and recommendations of Investment Manager(s) will be recorded in minutes, and such minutes will be provided to the Committee.

	Board of Governors	**Regular Meeting**
KPU	**Agenda Item:**	**#4.4**
	Meeting Date:	**April1, 2020**
	Presenter(s):	**Joe Sass**

Agenda Item:	**Recurring Procurements Greater than $200,000**

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

Recommended Resolution:	**THAT the Board of Governors approve, subject to budgetary approval, the attached list of procurement opportunities greater than $200,000 as recommended by the Board Finance Committee.**

Board Committee Report:	At its meeting held on March 10th, 2020 the Board Finance Committee recommended that the Board of Governors approve, subject to budgetary approval, the attached list of procurement opportunities greater than $200,000.
Context & Background:	The attached list of KPU's upcoming or currently expired procurement contracts requires the approval of KPU's Board of Governors. The pre-approval of these contracts will enable Procurement Services to commence work on the required due diligence and necessary procurement strategies to ensure projects continue moving ahead with minimal disruption.
Key Messages:	1. Procurement Services requires pre-approval from the Board of Governors to proceed with the a number recurring procurement opportunities greater than $200,000. 2. In addition to this pre-approval, any actual purchases will still be subject to budgetary approval.
Resource Requirements:	N/A
Implications / Risks:	N/A
Consultations:	N/A
Attachments:	Projected Recurring Procurements Greater than $200k for Board Approval
Submitted by:	Joe Sass, Interim Vice President, Finance and Administration
Date submitted:	March 19, 2020

Contract	Vendor	Description	Start Date	End Date	Department	Contract Commitment	Projected Cost over: 5 year term for Services OR 3 year term for Goods	Procurement Approach
M1719102	Roselynn Verwoord	KPU Cannabis 101 - Workshop Development	05 Dec 2018	31 Aug 2019	Business Development & Innovation - Continuing & Professional Studies	$ 51,000.00	$ 255,000.00	Open Competition
M1822701	Comar Electrical Services Ltd	Electrical Maintenance and Repairs January to September 2019. This is a month to month transition contract as the final 2 year option has been exhausted.	08 Feb 2019	30 Sep 2019	Facilities - Maintenance	$ 123,750.00	$ 618,750.00	Open Competition
C20R0055	Alarmtron (BC) Ltd	Alarm Monitoring/Repairs at all Campuses	01 Apr 2019	31 Mar 2020	Facilities	$ 57,240.00	$ 286,200.00	Open Competition - may require transition contract during competition
B20R0066	Google Inc	Google AdWords/Analytics for online advertising for KPU	09 May 2019	31 Mar 2020	Marketing & Recruiting	$ 80,000.00	$ 400,000.00	sole source entrenched vendor
C1902701	Horizon Landscape Contractors	Comprehensive grounds maintenance at all Campuses	01 Apr 2019	31 Mar 2020	Facilities - Maintenance	$ 528,515.47	$ 2,642,577.35	Open Competition
B20R0096	Rogers Wireless	Standing order for corporate mobile phone plan	01 Apr 2019	31 Mar 2020	Information Technology	$ 200,000.00	$ 1,000,000.00	Collaborative Procurement- BCNET
C20R0005	Siemens Canada Ltd	Maintenance and Repairs to the HVAC equipment at the Richmond Campus	01 Apr 2019	31 Mar 2020	Facilities - Maintenance	$ 48,007.00	$ 240,035.00	Direct Award- entrenched vendor until HVAC structure changed
C20R0174	Community Fire Prevention Ltd	Life Safety Equipment Maintenance & Inspections	15 Jul 2019	31 Mar 2020	Facilities - Maintenance	$ 74,995.00	$ 499,966.67	Open Competition or leverage BCNET if scope is enhanced
C20R0097	Rowe Event & Show Services Ltd.	Equipment/supplies rental or purchases for all KPU internal events	01 Jun 2019	31 Mar 2020	Facilities	$ 120,000.00	$ 720,000.00	Open Competition
M20R0155	Johnson Controls LLP	HVAC Maintenance & Repair Services	17 Jun 2019	31 May 2020	Facilities - Maintenance	$ 592,566.00	$ 2,962,830.00	Open Competition
C1023101	Sodexo Canada	Food services across all campuses	01 Jul 2010	30 Jun 2020	Ancillary Services	$ 10,000,000.00	$ 5,000,000.00	Open Competition
C1065101	Coca-Cola Bottling	Cold Beverage Agreement	01 Aug 2010	01 Aug 2020	Ancillary Services	$ 1,000,000.00	$ 500,000.00	Strategic Partnership
M1807501	Technical Safety BC	Operating Permits & Licences	19 Jun 2018	31 Mar 2021	Facilities	$ 50,440.00	$ 302,640.00	Direct Award -Sole Siource
M1807201	Vertiv Canada ULC	Support and Annual Maintenance for Data Centre UPS	01 Apr 2018	31 Mar 2021	Information Technology	$ 65,083.68	$ 325,418.40	Direct Award -sole source entrenched vendor
C1810201	Heritage Food Service Group of Canada Ltd.	Kitchen Equipment Maintanace and Repair	1-Apr-18	31-Mar-19	Ancillary Services	$ 75,000.00	$ 375,000.00	Open compeition
C20R0255	Fast Signs	Signage Services	1-Apr-19	31-Mar-20	Facilities - Maintenance	$ 110,000.00	$ 550,000.00	Open competition
BL008046	Milani Plumbing	Plumbing Services across KPU Campuses	1-Apr-19	31-Mar-20	Facilities - Maintenance	$ 87,600.00	$ 438,000.00	Open competition

	Board of Governors	**Regular Meeting**
![KPU logo]	**Agenda Item:**	**#6.2**
	Meeting Date:	**April 1, 2020**
	Presenter(s):	**Candice Gartry**

Agenda Item:	**Draft Board Response to Senate 2020/21 Budget Recommendations**

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

Recommended Resolution:	**THAT the Board of Governors approve the draft Board Response to Senate regarding the 2020/21 Budget Recommendations as recommended by the Board Finance Committee.**

Board Committee Report:	At its meeting held on March 10th, 2020 the Board Finance Committee recommended that the Board of Governors approve the Draft Board Response to Senate 2020-21 Budget Recommendations.
Context & Background:	As part of the Budget Development Process, the Senate Standing Committee on University Budget (SSCUB) provides to Senate an evaluation of the alignment of the proposed budget to academic and strategic priorities of KPU and, if in agreement, a recommendation to Senate to endorse the proposed budget. Senate then provides, based on SSCUB's feedback, recommendations to the Board of Governors (BOG) for the continued improvement and enhancement of the budget process. The Board of Governors then provides a board-approved response to Senate's recommendations.
Key Messages:	**1. Senate endorses the 2020/21 budget, and is in agreement that budgetary key themes are in alignment with Senate's List of Budget Priorities.**
Attachments:	1. Draft Board Response to Senate Budget Recommendations 2. Endorsement of Draft 2020/21 Budget from Senate to Board
Submitted by:	Candice Gartry, Interim Executive Director, Financial Services
Date submitted:	March 19, 2020

MEMORANDUM

TO:	SENATE
CC:	Senate Standing Committee on University Budget (SSCUB)
FROM:	Michael McAdam, Chair, Board Finance Committee
DATE:	February 28, 2020
SUBJECT:	SSCUB's Recommendations to Senate for Transmittal to the Board of Governors

Dear Senate Members:

KPU's Board of Governors wishes to express its sincere thanks and appreciation to Senate and the Senate Standing Committee on University Budget (SSCUB) for their time and efforts spent in reviewing the University's draft 2020/21 budget, as well as for the advice they provided to the President. The diligent work and insightful feedback provided by Senate and SSCUB are very valuable and appreciated.

The Board has asked Administration to continue with efforts to enhance the level of transparency and continue to refine the budget development process to meet the needs of the KPU community. The Board has also asked Administration to continue to focus on Sustainable Enrolment Management and that SSCUB continue to be updated on its progress.

KPU

TO:	Ranminder Kaur, Confidential Assistant, Board of Governors
Cc:	
FROM:	Meredith Laird, Administrative Assistant, University Senate
DATE:	January 29, 2020
SUBJECT:	Senate Advice to President on Budget Priorities

On January 27, 2020, Senate advised the President that the 2020/2021 Draft University Budget enacts the priorities given on October 28, 2019.

Attached are the documents reviewed by Senate.

	Board of Governors	**Regular Meeting**
KPU	Agenda Item:	#7.2
	Meeting Date:	April 1, 2020
	Presenter(s):	Alan Davis & Lori McElroy

Agenda Item: **VISION 2023 Key Performance Indicators – Mid-Year Progress Report for 2018/2019**

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

Recommended Resolution:	**N/A**

Board Committee Report:	At its meeting held on March 4th, 2020 the Board Governance Committee discussed Visions 2023 Key Performance Indicators – Mid-year progress report and is presented for information.
Context & Background:	On November 13, 2019, the Board Governance Committee agreed to the proposed approach for including benchmark data in the reporting progress on VISION 2023. The resulting expansion of the report, with a new Benchmark Data section, is attached. The benchmarks are based on institutions with a program mix similar to KPU's: Capilano University, Douglas College, University of the Fraser Valley, Langara College, Thompson Rivers University, and Vancouver Island University.
Key Messages:	1. Progress on VISION 2023 will be reported three times in the year: 1) metrics are included in KPU's Accountability Plan and Report; 2) a Progress Report is provided to the Board in the Fall, with the data reported in the Accountability Plan and Report, as well as an assessment of progress on each goal; and 3) a mid-year Progress Report which is an expansion on the Fall Progress Report with the addition of the section with Benchmark data. The benchmark data from other institutions is not available until each institution's Accountability Plan and Report is approved by the Ministry and made public, which happens sometime in the fall. This determines the timing of the mid-year report. 2. The Benchmark Data begins on page 12. Benchmark data is provided for ten metrics. Both a graph and a table is provided for each metric. Data for each benchmark institution is reported, as well KPU's. Ministry targets are also included. For survey data, the 95% confidence intervals are also reported (see page 12 for an explanation of the meaning of the confidence intervals). The survey data is based on surveys of graduates conducted on behalf of BC Stats. There are usually three sources, depending on the program credential: degree (BGS), diploma or certificate (DACSO) and apprentice (APPSO). There is no APPSO data for Capilano, Douglas and Langara, as they do not have apprenticeship programs. Note, a glossary of terms is provided on the final page.

Resource Requirements: The resources for assessing and reporting on progress are provided by the Office of Planning & Accountability. Resources to improve progress are expected to be covered by KPU's operating budget, but the assessment may identify areas where additional resources may be useful to improve progress.

Implications / Risks: The measures, and their targets, are reported publically in the annual Accountability Plan and Report and reflect KPU's accountability to its students, the KPU Board, government, and the public.

Consultations: Measures were initially developed in consultation with other departments, where relevant, and with the Board Governance Committee, prior to being finalized with the Board on November 21 2018. Further consultation on benchmarking was carried out with the Board Governance Committee in the Fall of 2019.

Attachments: *VISION 2023 Progress Report, Mid-Year Update*

Submitted by: Alan Davis and Lori McElroy

Date submitted: March 19, 2020

VISION 2023 Progress Report: Mid-Year Update

VISION » In 2023, KPU is a learning ecosystem rooted in a culture of **sustainability**, **creativity**, and **quality** that inspires our people and our communities.

MISSION » By thinking and acting together, we **transform lives** and **empower positive change**.

This mid-year report contains benchmark data from other BC institutions, in addition to the data reported in the Fall Progress Report. All KPU measures were previously reported in in the 2018/19 Accountability Plan & Report.

VISION 2023 Progress: By Goal and Metric

The following is a summary of progress made towards the VISION 2023 goals as of October 2019, based on the most recently collected data. Please see the Appendix for a detailed description of and results on each performance measure. For comparisons to similar institutions, please see Benchmark Data.

A. Experience: Students, employees and friends enjoy rich, engaging and supportive educational and working experiences.

A1. Goal: We will enhance the experience of our students

Targets have been achieved for two of three metrics:
- ✗ 74% of current students reported satisfaction with their educational experience at KPU
- ✓ Over 90% of recent KPU graduates reported satisfaction with their education
- ✓ Over 90% of recent KPU graduates assessed the quality of instruction at KPU positively

A2. Goal: We will enrich the experience of our employees

Progress will be measured through the following metric:
- Proportion of employees who feel supported and valued at KPU
  - Baseline: 49% agreed, as measured in 2018 through the Employee Engagement Survey
  - Target: increase in percentage agreement

A3. Goal: We will delight our friends in their KPU experience

Progress on this goal will be measured through the following metric:
- Proportion of friends (e.g., external reviewers, advisory board members, community members) who feel their contributions to KPU are valued
  - A survey will be implemented in 2020
  - The target has not yet been developed

B. Sustainability: Cultural, social, environmental and institutional sustainability are advanced.

B1. Goal: We will embrace all cultures and promote a renewed, authentic approach to Indigenization

Targets have been substantially achieved for both metrics:
- ✓ A near equal or greater percentage of students, as compared to 2017, perceived that KPU treats students fairly, regardless of their background
- ✓ There was an increase in the percentage of domestic FTEs who are Indigenous

B2. Goal: We will foster environmental sustainability through our offerings, research and operations

Progress has been made, though not fully achieved, for this metric:
- ✓ KPU's self-ranking on the institutionalization of sustainability practices (3.3) has steadily increased since its first ranking (1.5, in 2015), towards the goal of reaching the maximum score (4)

B3. Goal: We will integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

The target has been substantially achieved for this metric:
- ✓ The average number of seats filled per class offered (22.3) nearly met its target (23)

C. Creativity: KPU's innovation, scholarship and research benefit KPU, its students and society.

C1. Goal: We will expand innovation in teaching, learning and curriculum

The target (increase in satisfaction) has not been achieved for this metric:
- ✗ A slightly lower percentage of educators (38%) were satisfied in 2019 with the resources available to innovate compared to when this was previously measured (43%, in 2017)

C2. Goal: We will expand activity, funding, intensity and impact of research and scholarship

The target (increase in satisfaction) has not been achieved for this metric:
- ✗ A lower percentage of faculty (24%) were satisfied in 2019 with the support for research compared to when this was previously measured (37%, in 2017)

C3. Goal: We will embolden creative problem solving across KPU's operations

Progress on this goal will be measured through the following metric:
- Proportion of employees who believe that KPU supports the development of new ideas that contribute to our future success
  - Baseline: 16% agreed, as measured in 2018 through the Employee Engagement Survey
  - Target: increase in percentage agreement

D. Quality: Continuous improvement builds confidence and reputation.

D1. Goal: Through continuous improvement of all KPU programs and services, we will ensure that our graduates are well prepared for work and for life.

Targets have been achieved or substantially for three of four metrics:
- ✗ Six program reviews were completed, compared to the target of approximately nine each year
- ✓ The unemployment rate of recent KPU graduates (5.2%) was less than the target (6.6%)
- ✓ Over 85% of recent KPU graduates agreed their education helped them develop skills
- ✓ Approximately 85% of recent KPU graduates reported their program-developed knowledge and skills are useful on the job

D2. Goal: We will hold each other responsible for our promises and our expectations

Progress on this goal will be measured through the following metric:
- Proportion of employees who perceive co-workers at KPU work together to achieve goals
  - Baseline: 57% agreed, as measured in 2018 through the Employee Engagement Survey
  - Target: increase in percentage agreement

D3. Goal: Be accountable to our partners, governments and communities

Targets have been achieved or substantially achieved for five of the seven metrics:
- ✗ A lower percentage of KPU community members (25%) would consider attending KPU compared to when this was previously measured (43%, in 2014), but a higher percentage would consider it for their children (56% in 2018, 36% in 2014)
- ✓ An annual average of 2,421 credentials were awarded in FY16-FY18, just shy of the target (2,450)
- ✓ In FY19, there were 8,809 domestic FTEs (97% of target) and 1,184 health FTEs (165% of target)
- ✗ In FY19 there were 575 developmental FTEs (59% of target; AEST has reduced the target to 504)
- ✓ ITA-funded Foundation and Apprenticeship programs had a 90% or higher seat utilization rate

Appendix: Performance Measures, Targets, and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2023*. The 24 measures include the performance measures required by the Ministry of Advanced Education, Skills and Training (AEST), as well as those for the Industry Training Authority (ITA).

Each measure has a performance target against which actual performance is assessed. For the AEST measures, the targets were set by AEST and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. For the other measures, data presented this year are provided as a baseline. Targets will be developed in consultation with the KPU Board of Governors. Following the measures is a full description of the survey-based items and response options. See the Glossary at the end for definitions of terms and data sources.

Assessment of Performance Measures

Performance is assessed using the scale below, which incorporates both government and KPU assessment methods. KPU's method allows for additional gradations marking progress toward achieving a target, not just whether the target has been achieved.

	Assessment	Criteria
🟩	Exceeded Achieved	110% or more of target 100% of target
🟩	Substantially achieved	90% to 99% of target
🟨	Not achieved	Between 60% and 90% of target
🟥	Not achieved	Less than 60% of target
⬜	Not assessed	No target, too few respondents, or margin of error too high

The table below provides a summary of the assessment on the 12 government (10 AEST, 2 ITA) and 12 KPU performance measures. In cases where multiple assessments are made for a single performance measure, the lowest of the assessments is assigned to the overall measure and is reported in the table.

	Gov't	KPU	Total
🟩 Achieved	7	0	7
🟩 Substantially achieved	4	2	6
🟨 Not achieved (between 60-90%)	0	6	6
🟥 Not achieved (< 60%)	1	0	1
⬜ Not assessed	0	4	4
	12	12	24

⟩⟩ Enhanced Student Experience

1. Proportion of students reporting satisfaction with their educational experience at KPU

Assessment: [yellow box]
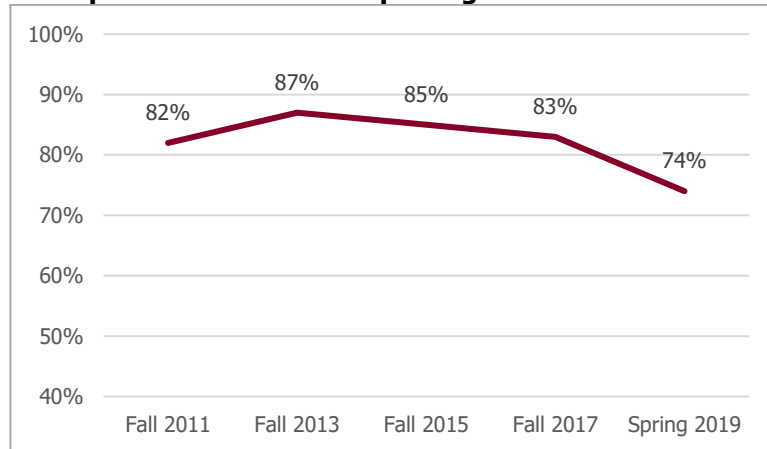
Not achieved

Target: > previous rating

Notes: KPU measure (Student Satisfaction Survey [SSS]). The Spring 2019 data were collected from a modified version of KPU's biennial SSS with a 6.8% response rate; the results should be interpreted with caution.

2. Proportion of graduates that report satisfaction with their education (AEST)

Assessment: [green box]
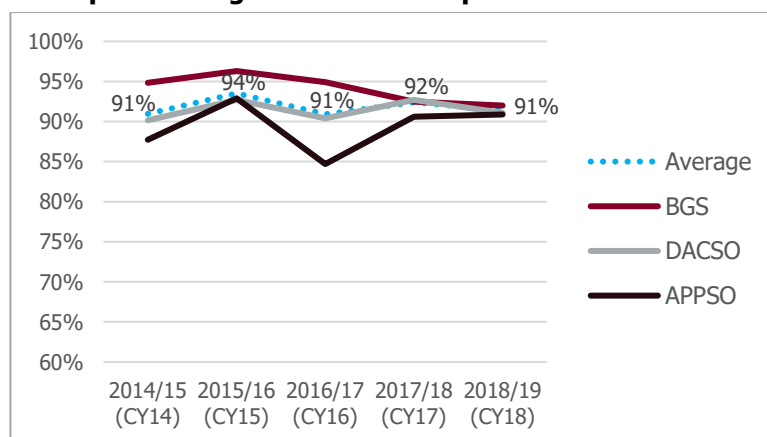
Achieved

Target: ≥ 90%

Notes: AEST measure (BC Student Outcomes Surveys [BCSOS]). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18").

3. Proportion of graduates that assess their quality of instruction positively (AEST)
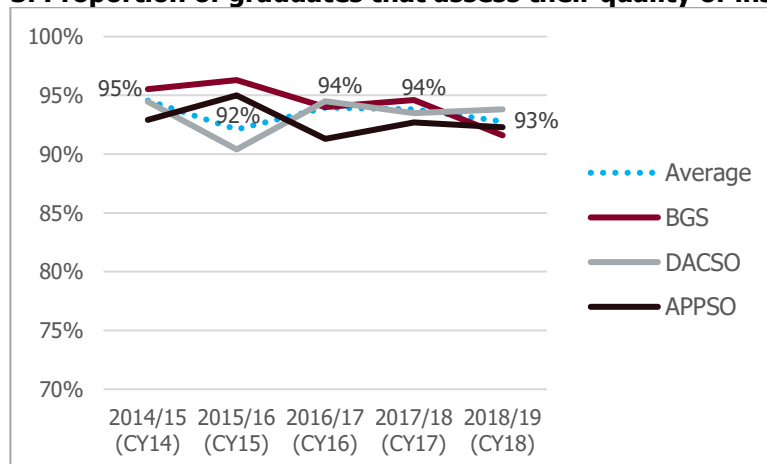
Assessment: [green box]

Achieved

Target: ≥ 90%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18").

≫ Enriched Employee Experience

4. Proportion of employees who feel supported and valued
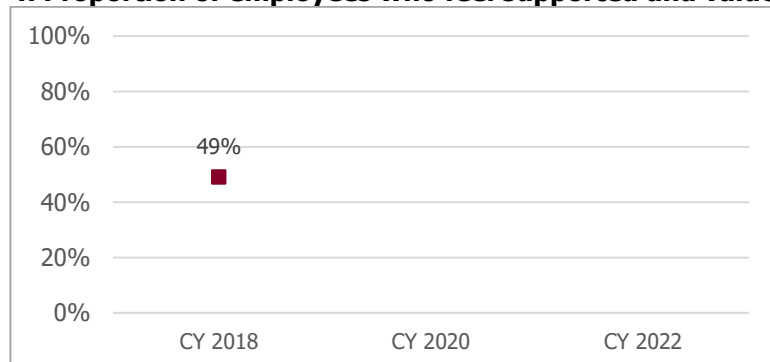
Assessment: Not assessed

Target: > previous rating

Notes: KPU measure (Employee Engagement Survey [EES]). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years. This is a composite measure indicating the average percentage of employees who agreed or strongly agreed that:

"My co-workers treat each other with dignity and respect," "At work my opinion counts," "My manager provides the support I need to succeed," and "My manager provides valuable feedback throughout the year that helps me to improve my performance."

≫ Delighted KPU Friends

5. Proportion of friends (e.g., external reviewers, advisory board members, KPU Foundation) that report satisfaction that their contributions to KPU are valued

Target: To be developed.   **Assessment:**   Not assessed

Notes: KPU measure. This is a new measure that will be implemented starting in 2020 through an annual KPU-based survey.

≫ Multiculturalism and Indigenization

6. Proportion of students that perceive that all groups are treated fairly at KPU
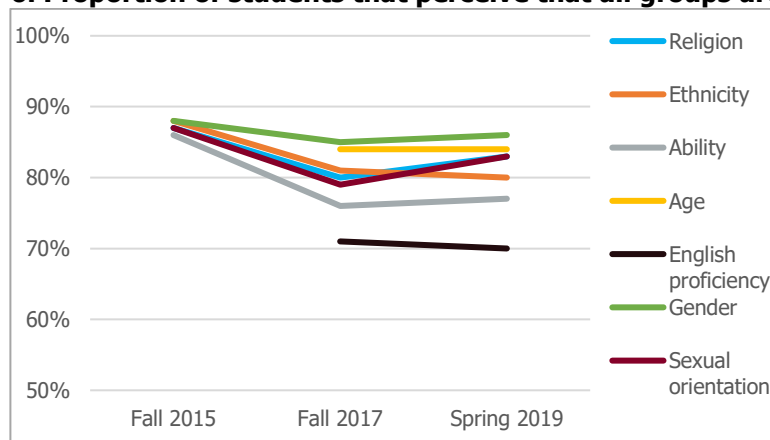
Assessment:

Achieved for religion, ability, gender, sexual orientation, age

Substantially achieved for ethnicity and English proficiency

Target: > previous rating

Notes: KPU measure (SSS). Questions of whether students are treated fairly regardless of age and English proficiency were not asked in 2015. In several instances, those within the group in question were less likely to indicate positive perceptions than those outside the group. For example: in 2019, when rating whether students are treated fairly regardless of gender, students who identified as having trans

experience (n = 18)[1] had an agreement rate of 39% compared to 87% of cisgender students (n = 947); for ability, students with a disability (n = 64) had a 61% agreement rate compared to 79% of those who did not identify this way (n = 902); for sexual orientation, LGBQA2S students (n = 113) had a 67% agreement rate compared to 85% of heterosexual students (n = 854); and for age, 78% of students 30 or older (n = 130) agreed compared to 85% of those under 30 (n = 856).

7. Number of Aboriginal student spaces (AEST)
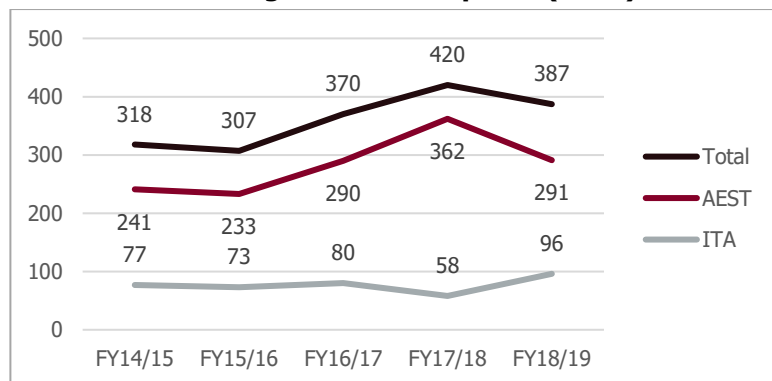
Assessment:

Achieved (4.4%)

Target: Aboriginal FTEs as % of total domestic FTEs > previous year (4.2%)

Notes: AEST measure (Central Data Warehouse [CDW]). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year on which the data is based (e.g., "FY18").

»» Environmental Sustainability

8. STARS ranking of institutionalization of sustainability
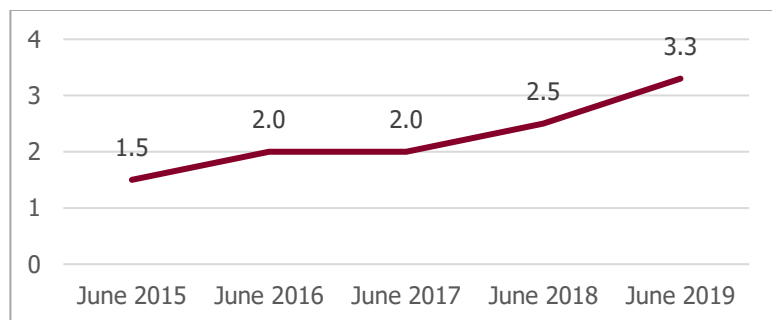
Assessment:

Not achieved

Target: 4 (maximum score)

Notes: KPU measure (KPU Sustainability Committee self-assessment).

»» Integrated Planning

9. Average number of seats filled per class
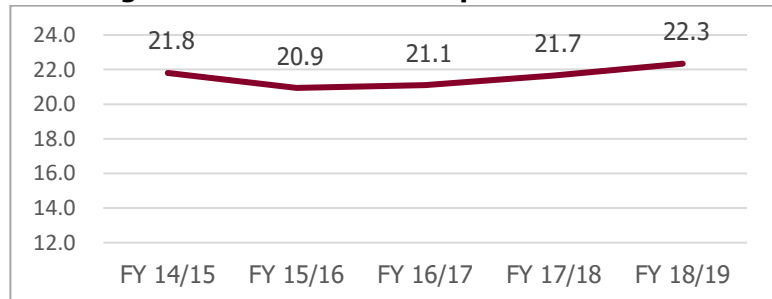
Assessment:

Substantially achieved

Target: 23

Note: KPU measure.

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[1] n denotes the number of respondents in the specified category.

⟫⟫ Teaching, Learning, and Curricular Innovation

10. Proportion of educators indicating satisfaction with the resources available to innovate
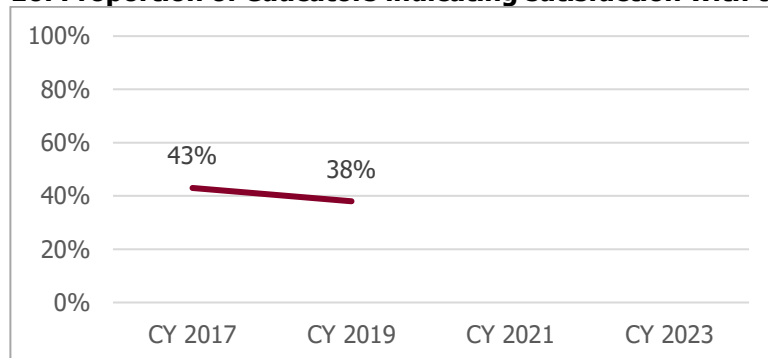
Assessment:

Not achieved

Target: > previous rating

Notes: KPU measure (Teaching, Learning, Scholarship, and Research Survey [TLSRS]). The 2017 and 2019 items varied slightly. See Survey Items and Response Options section for details.

⟫⟫ Research Activity and Intensity

11. Proportion of faculty reporting satisfaction with support for research
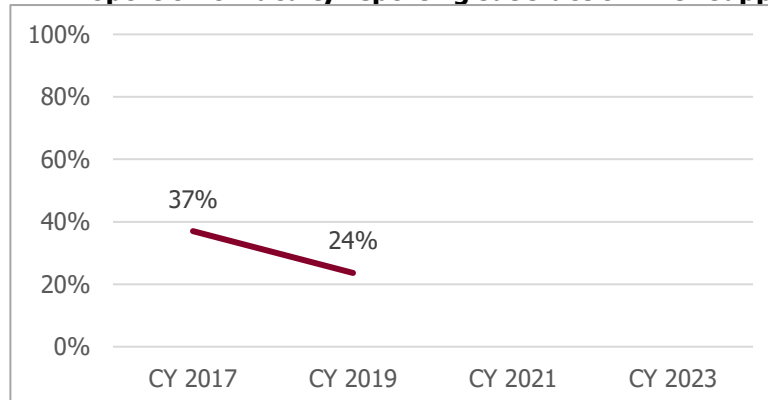
Assessment:

Not achieved

Target: > previous rating

Notes: KPU measure (TLSRS). This survey also includes the responses of non-faculty staff members in instructional or research roles. In 2017, respondents were asked about satisfaction with support for "scholarship" rather than support for "research."

⟫⟫ Support for Creative Problem-Solving

12. Proportion of employees who agree that "This organization supports the development of new ideas that contribute to our future success."
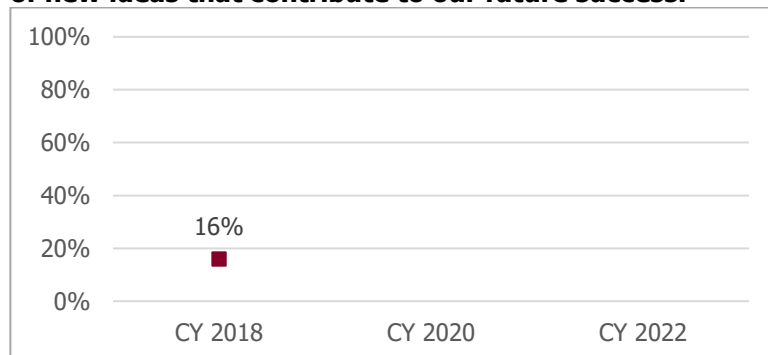
Assessment:

Not assessed

Target: > previous rating

Notes: KPU measure (EES). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years.

⟫⟫ Program and Service Improvement

13. Number of completed program reviews

Assessment: [yellow box]
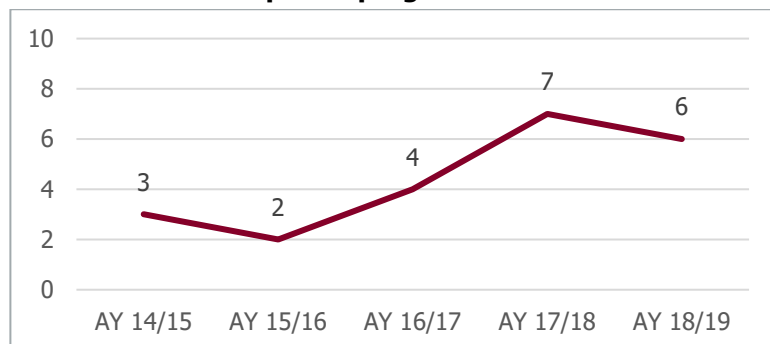
Not achieved

Target: Average of the past three years ≥ 9

Notes: KPU measure (Senate Standing Committee on Program Review).

14. Graduate unemployment rate (AEST)

Assessment: [green box]
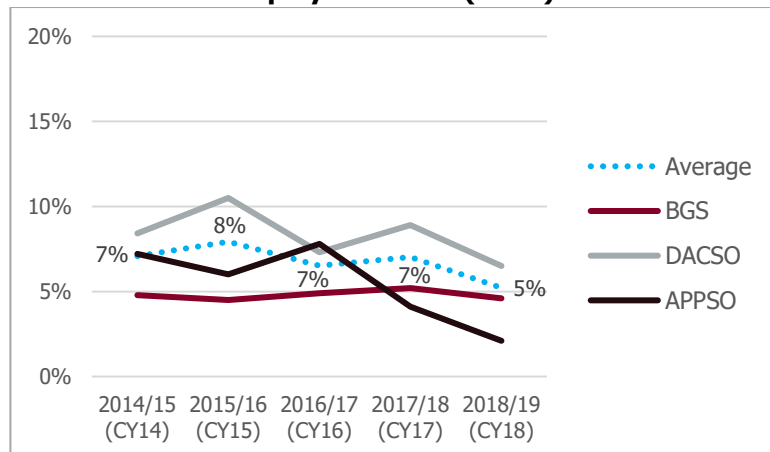
Exceeded

Target: ≤ 6.6%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18").

15. Proportion of graduates who agree their education helped them develop skills (AEST)

Assessment: [green box]
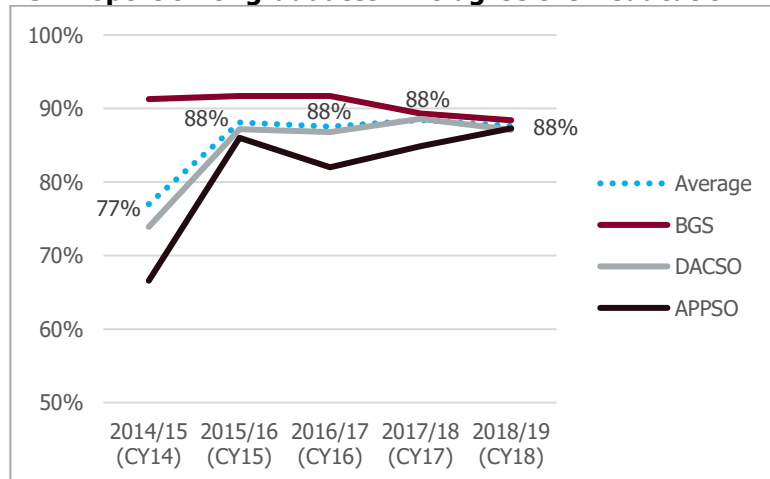
Achieved

Target: ≥ 85%

Notes: AEST measure (BCSOS). The graph shows the average of the seven specific skills shown below. The years presented in the chart represent the reporting year (e.g., "2018/19") and the year in which the data was collected (e.g., "CY18").

Skill	BGS	DACSO	APPSO
Written communication	85%	83%	68%
Oral communication	90%	83%	82%
Group collaboration	90%	90%	91%
Critical analysis	92%	90%	91%
Problem resolution	84%	86%	91%
Independent learning	91%	87%	89%
Reading and comprehension	88%	90%	89%

**16. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (AEST)**
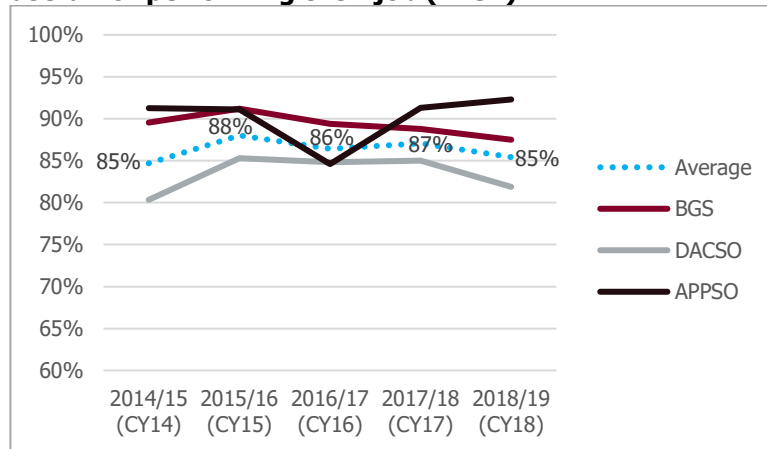
Assessment:

Achieved for APPSO

Substantially achieved for BGS and DACSO

Target: ≥ 90%

Notes: AEST measure (BCSOS). Reporting year (e.g., "2018/19" and the year in which the data was collected (e.g.,"CY18").

>> Internal Accountability

17. Proportion of employees who agree that "My co-workers work together to achieve our goals."
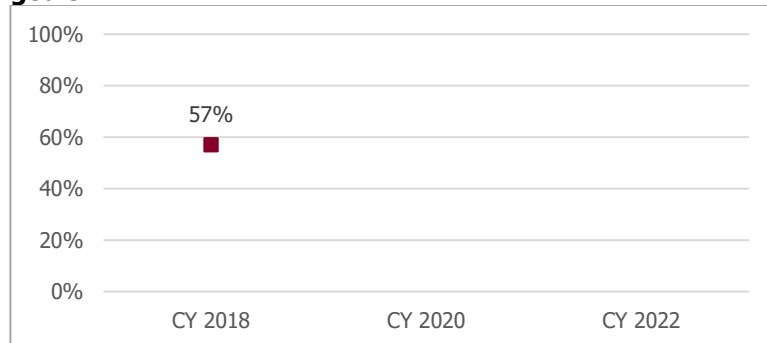
Assessment:

Not assessed

Target: > previous rating

Notes: KPU measure (EES). The 2018 data represents a baseline for the biennial EES. The target listed refers to future years.

18. Proportion of community members who would consider attending KPU themselves or would consider it for their children
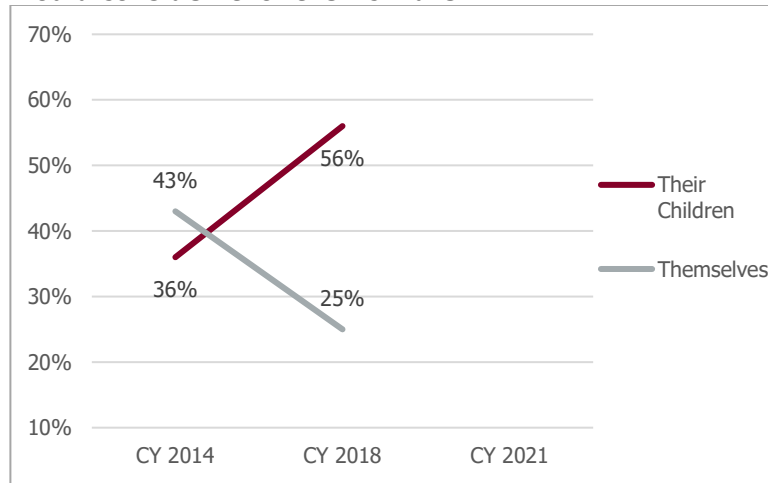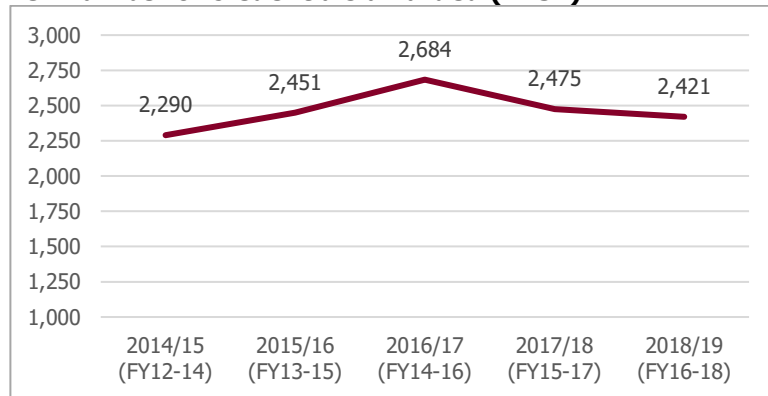

Assessment:

Achieved for their children

Not achieved for themselves

Target: > previous rating

Notes: KPU measure (CPS). Those who answer about attending for themselves have indicated an interest in pursuing PSE. They may not be the same people who respond about their children.
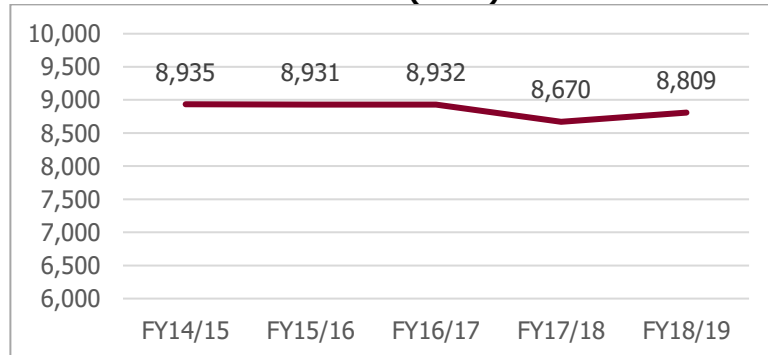
19. Number of credentials awarded (AEST)

Assessment:

Substantially achieved

Target: 2,450

Notes: AEST measure. Each figure represents the average number of credentials awarded to domestic students in the most recent three fiscal years.

20. Number of domestic FTEs (AEST)

Assessment:

Substantially achieved

Target: 9,097

Note: AEST measure.
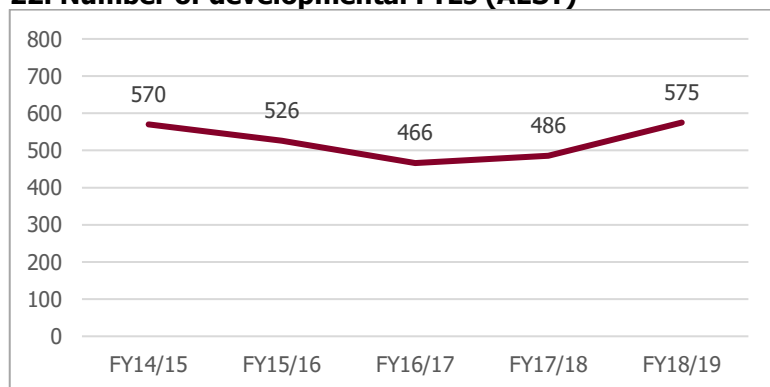
21. Number of health FTEs (AEST)

Assessment: [green box]
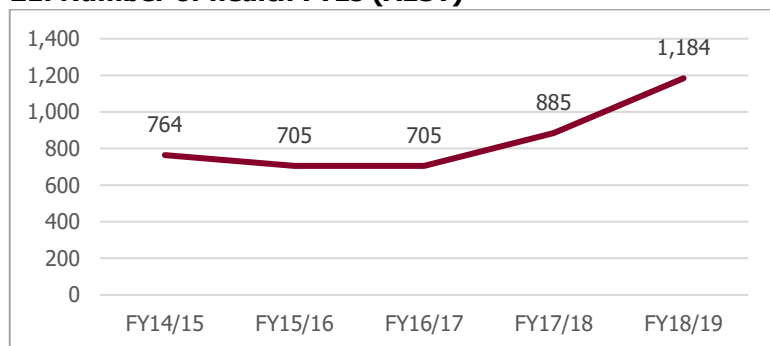
Exceeded

Target: 716

Note: AEST measure.

## 22. Number of developmental FTEs (AEST)

Assessment: [red box]

Not achieved

Target: 968 (future target: 504)

Notes: AEST measure. Developmental FTEs were negatively affected by the introduction of tuition for domestic students taking ESL or Academic Upgrading. Since the reversal of the policy in 2017, FTEs have been rising.

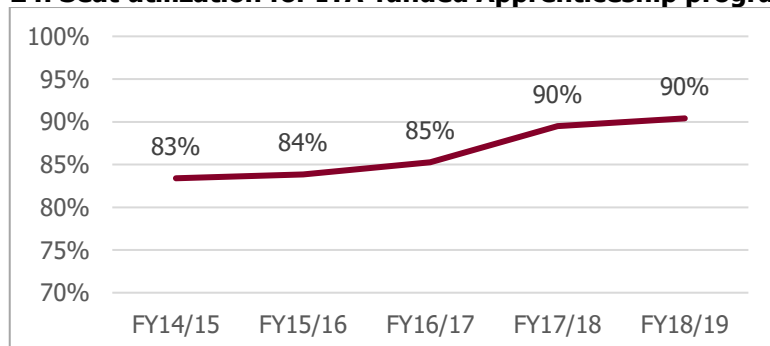## 23. Seat utilization for ITA-funded Foundation programs (ITA)

Assessment: [light green box]
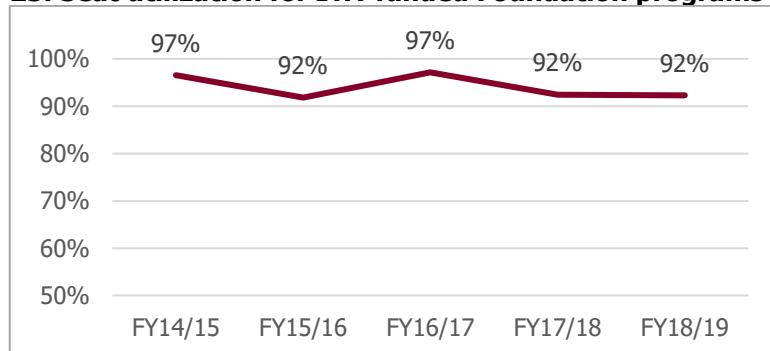
Substantially achieved

Target: 94.5%

Note: ITA measure.

24. Seat utilization for ITA-funded Apprenticeship programs (ITA)

Assessment: [green box]

Achieved

Target: 83.4%

Note: ITA measure.

Benchmark Data

The benchmark data is provided in this section is to provide context for interpreting KPU's performance measures. It is possible to do this for those measures that all institutions are required to report, namely those identified AEST measures (metrics 2, 3, 7, 14-16, and 19-22 in this report). Benchmarks are based on institutions whose program mix is similar to KPU's: Capilano University, Douglas College, the University of the Fraser Valley, Langara College, Thompson Rivers University, and Vancouver Island University.

Benchmarks for Survey Data

For survey data both a percentage and a margin of error is reported since the survey is estimating the population of graduates, and hence has some error in that estimation. The margin of error is a statistic expressing the amount of sampling error in a survey's results. The larger the margin of error, the less confidence one should have that the survey results are close to the "true" figures; that is, the figures for the whole population of students, not just those who responded.

The "95% CI" column expresses the range that includes the minimum and maximum percentage based on the margin of error. Instead of reporting only on those who participated in the survey, these ranges represent where, with 95% confidence, the actual percentage in the population is expected to be. A "-" indicates that the institution did not have any reportable data for that particular cell. The assessment uses the same scale as in the previous section, provided below for reference:

	Assessment	Criteria
	Exceeded	110% or more of target
	Achieved	100% of target
	Substantially achieved	90% to 99% of target
	Not achieved	Between 60% and 90% of target
	Not achieved	Less than 60% of target
	Not assessed	No target, too few respondents, or margin of error too high

Metric 2. Proportion of graduates that report satisfaction with their education (AEST)
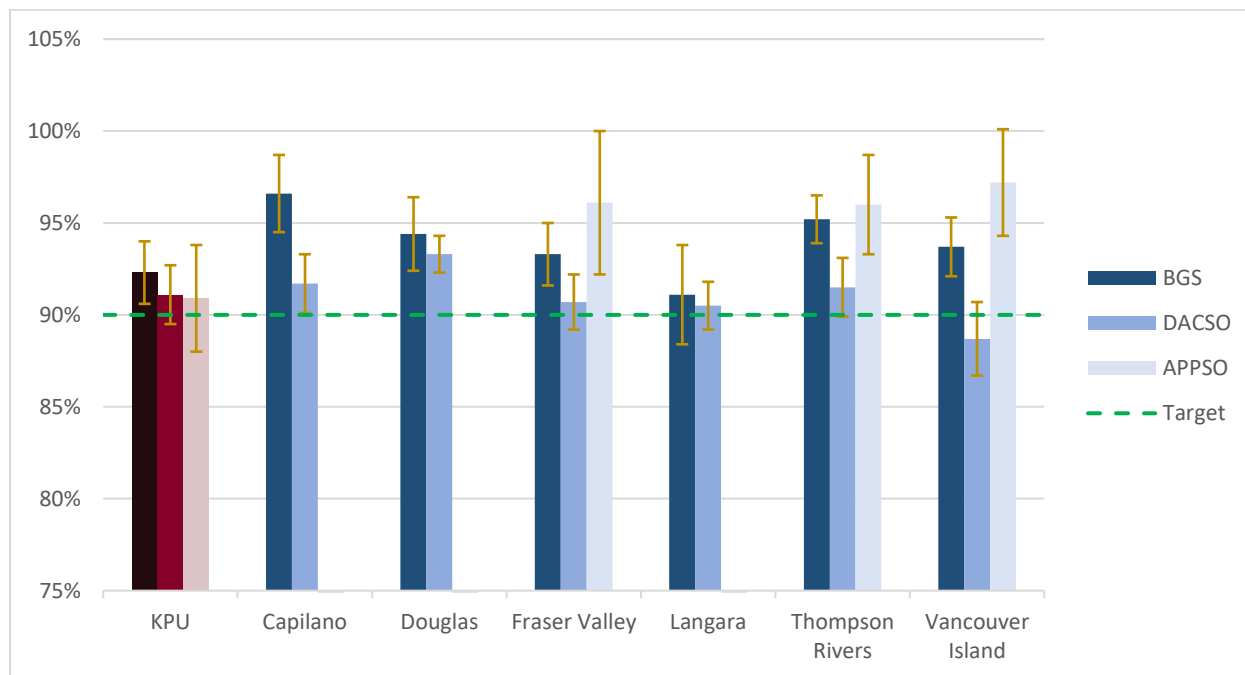
Institution	Target	BGS			DACSO			APPSO		
		%	95% CI		%	95% CI		%	95% CI	
KPU	≥ 90%	92.3%	90.6 – 94.0%		91.1%	89.5 – 92.7%		90.9%	88.0 – 93.8%	
Capilano	≥ 90%	96.6%	94.5 – 98.7%		91.7%	90.1 – 93.3%		-	-	
Douglas	≥ 90%	94.4%	92.4 – 96.4%		93.3%	92.3 – 94.3%		-	-	
Fraser Valley	≥ 90%	93.3%	91.6 – 95.0%		90.7%	89.2 – 92.2%		96.1%	92.2 – 100.0%	
Langara	≥ 90%	91.1%	88.4 – 93.8%		90.5%	89.2 – 91.8%		-	-	
Thompson Rivers	≥ 90%	95.2%	93.9 – 96.5%		91.5%	89.9 – 93.1%		96.0%	93.3 – 98.7%	
Vancouver Island	≥ 90%	93.7%	92.1 – 95.3%		88.7%	86.7 – 90.7%		97.2%	94.3 – 100.1%	

Metric 3. Proportion of graduates that assess their quality of instruction positively (AEST)
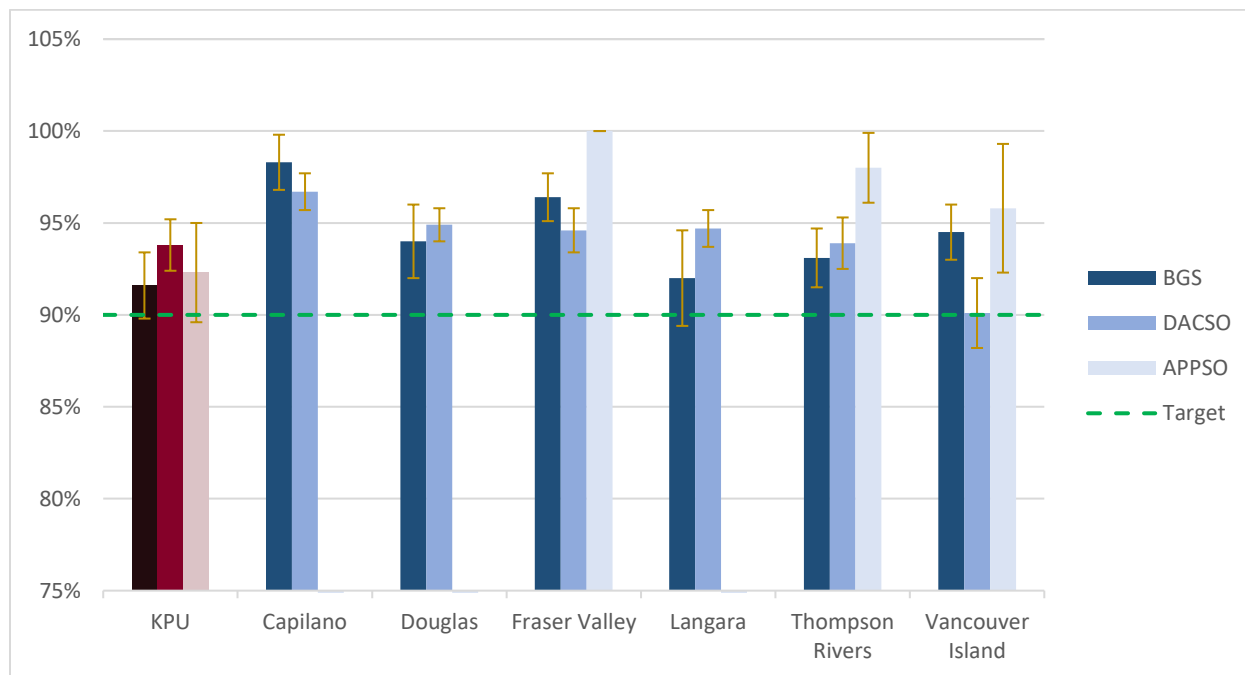
Institution	Target	BGS		DACSO		APPSO		
		%	95% CI	%	95% CI	%	95% CI	
KPU	≥ 90%	91.6%	89.8 – 93.4%	93.8%	92.4 – 95.2%	92.3%	89.6 – 95.0%	
Capilano	≥ 90%	98.3%	96.8 – 99.8%	96.7%	95.7 – 97.7%	-	-	
Douglas	≥ 90%	94.0%	92.0 – 96.0%	94.9%	94.0 – 95.8%	-	-	
Fraser Valley	≥ 90%	96.4%	95.1 – 97.7%	94.6%	93.4 – 95.8%	100%	100 – 100%	
Langara	≥ 90%	92.0%	89.4 – 94.6%	94.7%	93.7 – 95.7%	-	-	
Thompson Rivers	≥ 90%	93.1%	91.5 – 94.7%	93.9%	92.5 – 95.3%	98.0%	96.1 – 99.9%	
Vancouver Island	≥ 90%	94.5%	93.0 – 96.0%	90.1%	88.2 – 92.0%	95.8%	92.3 – 99.3%	

Metric 7. Aboriginal student spaces: Percentage target achieved (AEST)
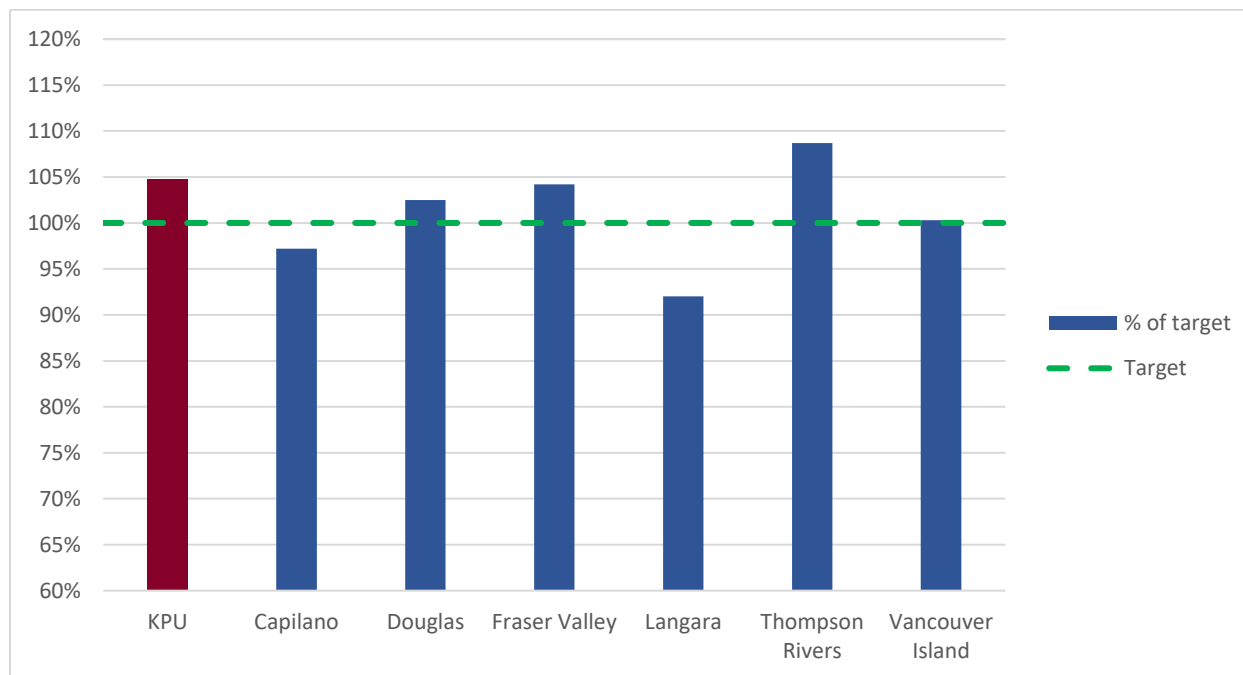
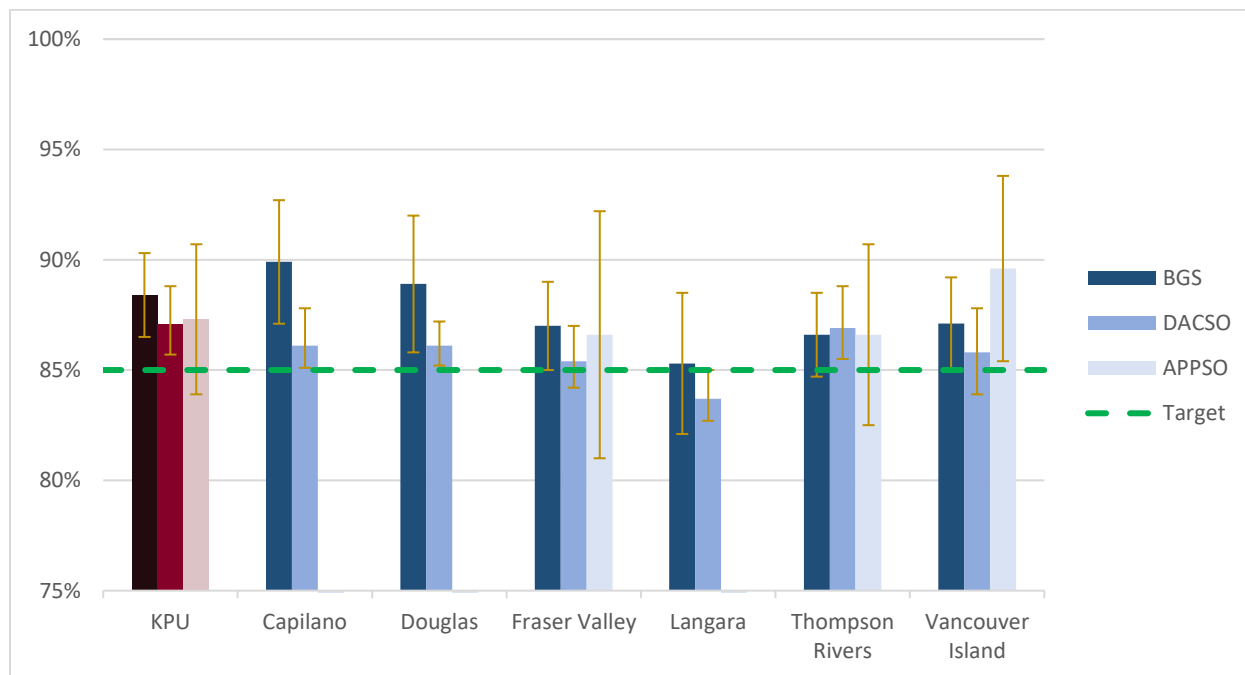| Institution	Target	Actual	% of target	
KPU	Aboriginal FTEs as % of total domestic FTEs > previous year (4.2%)	4.4%	104.8%	
Capilano	213 (Exceed previous year)	207	97.2%	
Douglas	360 (Maintain previous 3-year average)	369	102.5%	
Fraser Valley	500 (At least 7.7% of total domestic FTEs)	521	104.2%	
Langara	213 (Maintain previous year)	196	92.0%	
Thompson Rivers	1202 (Maintain previous year)	1306	108.7%	
Vancouver Island	1156 (Maintain previous year)	1160	100.3%	

Metric 14. Graduate unemployment rate (AEST)
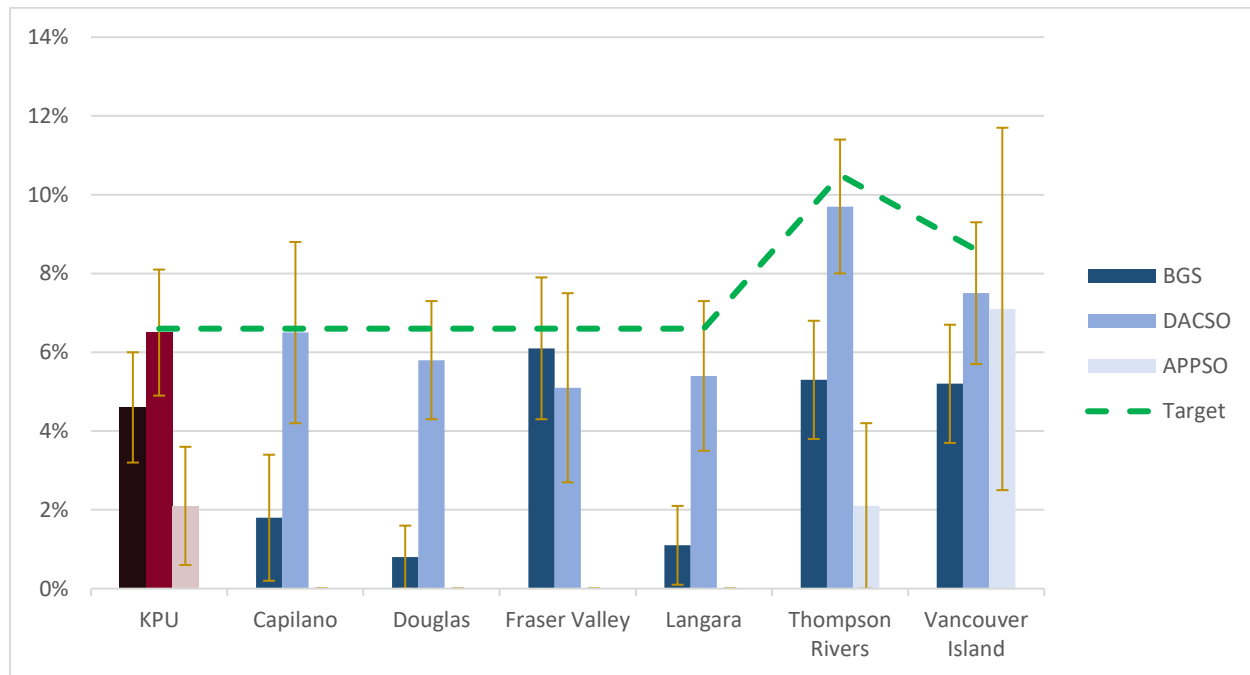
Note: The target is the regional unemployment rate for individuals (aged 18-29) with high school credentials or less.

		BGS			DACSO			APPSO		
Institution	Target	%	95% CI		%	95% CI		%	95% CI	
KPU	≤ 6.6%	4.6%	3.2 − 6.0%		6.5%	4.9 − 8.1%		2.1%	0.6 − 3.6%	
Capilano	≤ 6.6%	1.8%	0.2 − 3.4%		6.5%	4.2 − 8.8%		-	-	
Douglas	≤ 6.6%	0.8%	0.0 − 1.6%		5.8%	4.3 − 7.3%		-	-	
Fraser Valley	≤ 6.6%	6.1%	4.3 − 7.9%		5.1%	2.7 − 7.5%		0.0%	0.0 − 0.0%	
Langara	≤ 6.6%	1.1%	0.1 − 2.1%		5.4%	3.5 − 7.3%		-	-	
Thompson Rivers	≤ 10.5%	5.3%	3.8 − 6.8%		9.7%	8.0 − 11.4%		2.1%	0.0 − 4.2%	
Vancouver Island	≤ 8.6%	5.2%	3.7 − 6.7%		7.5%	5.7 − 9.3%		7.1%	2.5 − 11.7%	

Metric 15. Proportion of graduates who agree their education helped them develop skills (AEST)

|		BGS			DACSO			APPSO		
Institution	**Target**	**%**	**95% CI**		**%**	**95% CI**		**%**	**95% CI**	
KPU	≥ 85%	88.4%	86.5 − 90.3%	■	87.1%	85.4 − 88.8%	■	87.3%	83.9 − 90.7%	■
Capilano	≥ 85%	89.9%	87.1 − 92.7%	■	86.1%	84.4 − 87.8%	■	-	-	■
Douglas	≥ 85%	88.9%	85.8 − 92.0%	■	86.1%	85.0 − 87.2%	■	-	-	■
Fraser Valley	≥ 85%	87.0%	85.0 − 89.0%	■	85.4%	83.8 − 87.0%	■	86.6%	81.0 − 92.2%	■
Langara	≥ 85%	85.3%	82.1 − 88.5%	■	83.7%	82.4 − 85.0%	■	-	-	■
Thompson Rivers	≥ 85%	86.6%	84.7 − 88.5%	■	86.9%	85.0 − 88.8%	■	86.6%	82.5 − 90.7%	■
Vancouver Island	≥ 85%	87.1%	85.0 − 89.2%	■	85.8%	83.8 − 87.8%	■	89.6%	85.4 − 93.8%	■

Metric 16. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (AEST)
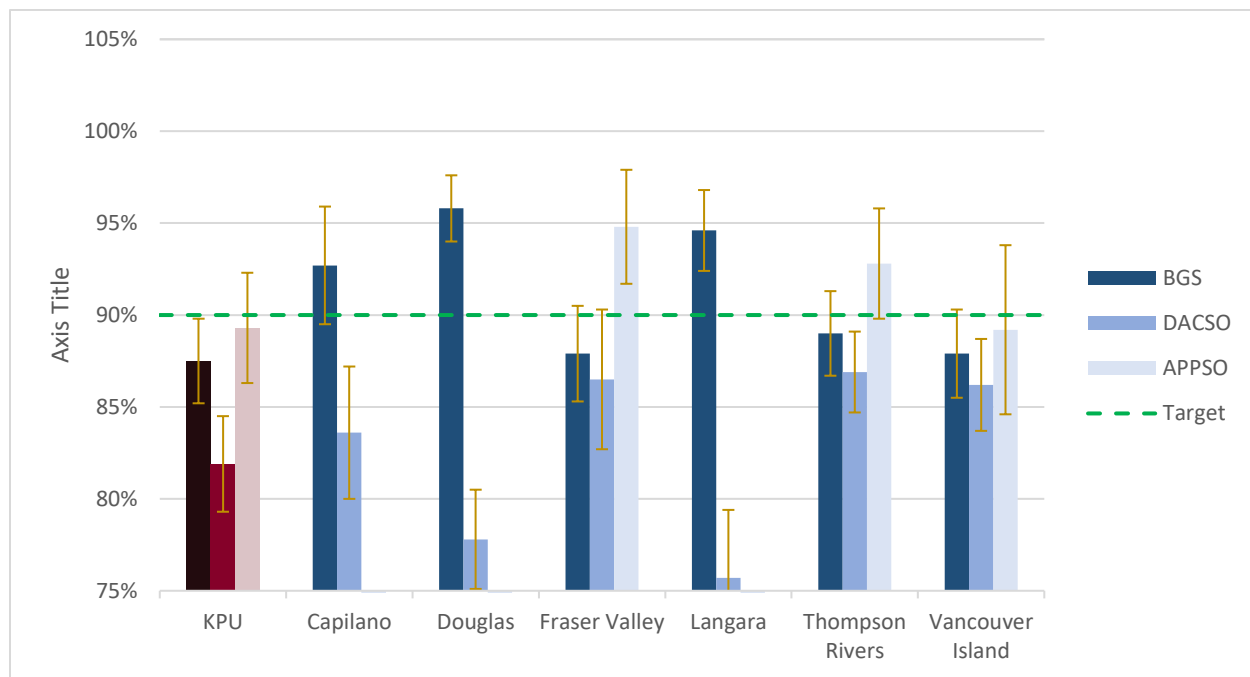

Institution	Target	BGS			DACSO			APPSO		
		%	95% CI		%	95% CI		%	95% CI	
KPU	≥ 90%	87.5%	85.2 − 89.8%		81.9%	79.3 − 84.5%		92.3%	89.3 − 95.3%	
Capilano	≥ 90%	92.7%	89.5 − 95.9%		83.6%	80.0 − 87.2%		-	-	
Douglas	≥ 90%	95.8%	94.0 − 97.6%		77.8%	75.1 − 80.5%		-	-	
Fraser Valley	≥ 90%	87.9%	85.3 − 90.5%		86.5%	82.7 − 90.3%		97.9%	94.8 − 101.0%	
Langara	≥ 90%	94.6%	92.4 − 96.8%		75.7%	72.0 − 79.4%		-	-	
Thompson Rivers	≥ 90%	89.0%	86.7 − 91.3%		86.9%	84.7 − 89.1%		95.8%	92.8 − 98.8%	
Vancouver Island	≥ 90%	87.9%	85.5 − 90.3%		86.2%	83.7 − 88.7%		93.8%	89.2 − 98.4%	

Metric 19. Number of credentials awarded: Percentage target achieved (AEST)
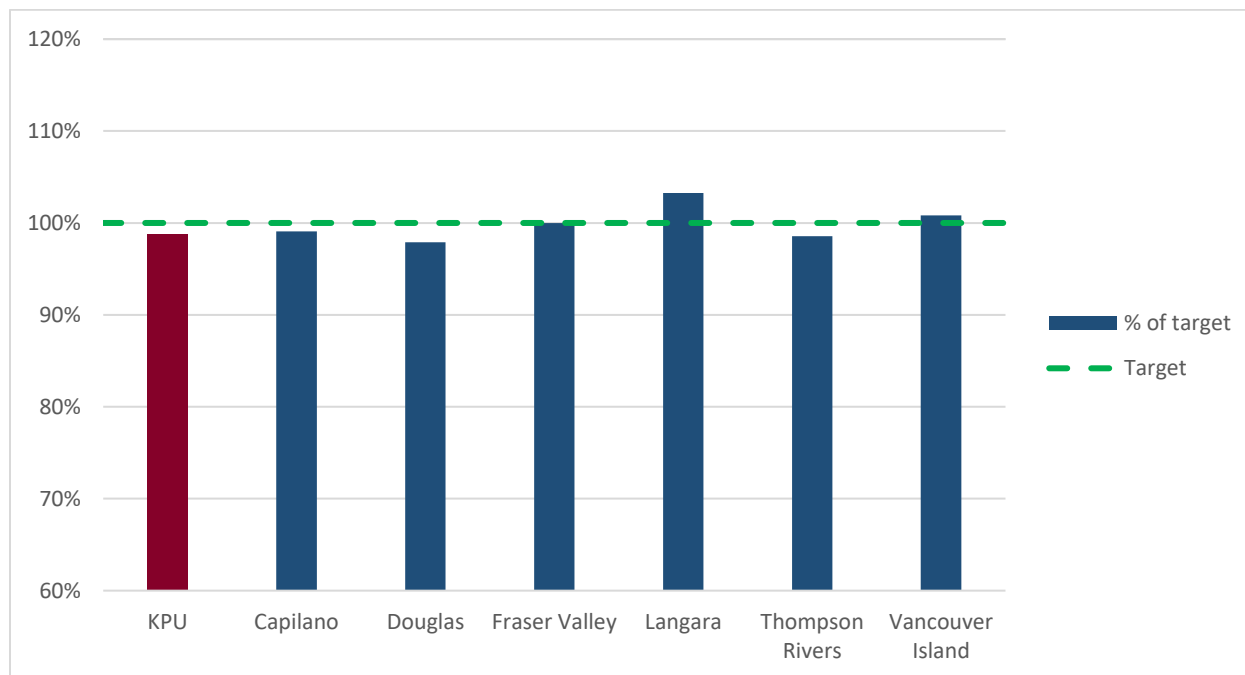
Institution	Target	Actual	% of target	
KPU	2450	2421	98.8%	
Capilano	1541	1527	99.1%	
Douglas	2036	1993	97.9%	
Fraser Valley	1987	1987	100.0%	
Langara	1073	1108	103.3%	
Thompson Rivers	2200	2168	98.5%	
Vancouver Island	2351	2370	100.8%	

Metric 20. Number of domestic FTEs: Percentage target achieved (AEST)
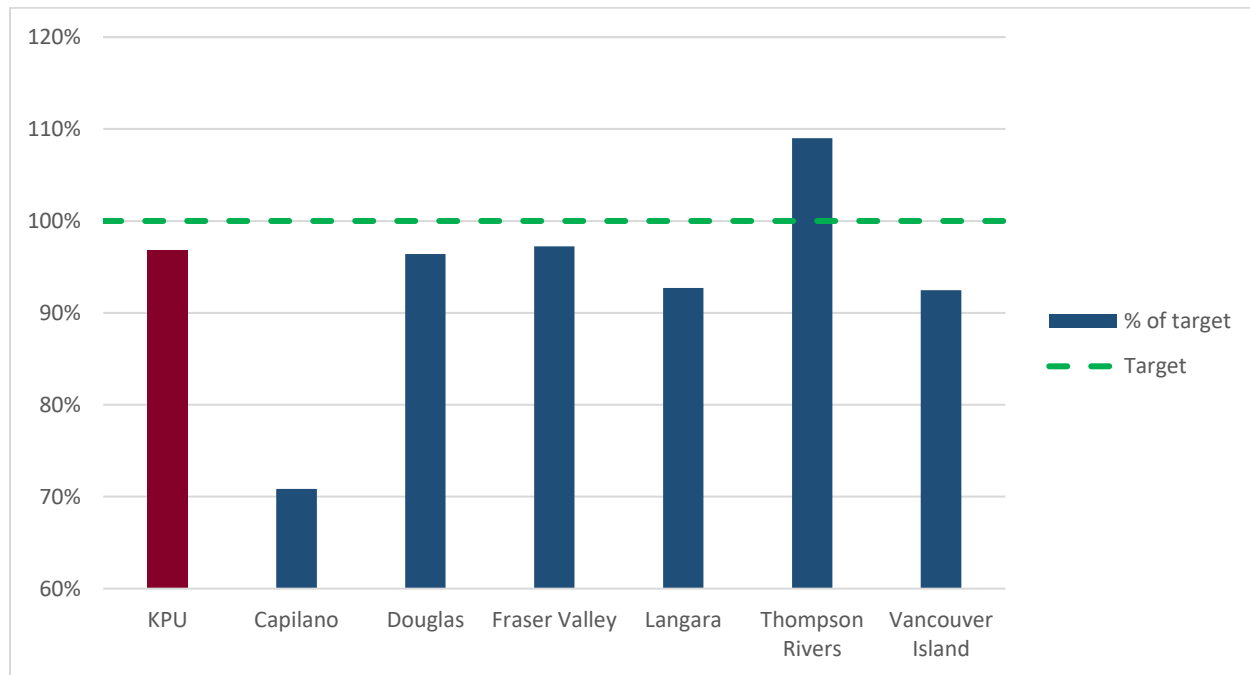
Institution	Target	Actual	% of target	
KPU	9097	8809	96.8%	
Capilano	5484	3886	70.9%	
Douglas	8354	8054	96.4%	
Fraser Valley	6688	6504	97.2%	
Langara	7058	6543	92.7%	
Thompson Rivers	8033	8755	109.0%	
Vancouver Island	6381	5901	92.5%	

Metric 21. Number of health FTEs: Percentage target achieved (AEST)
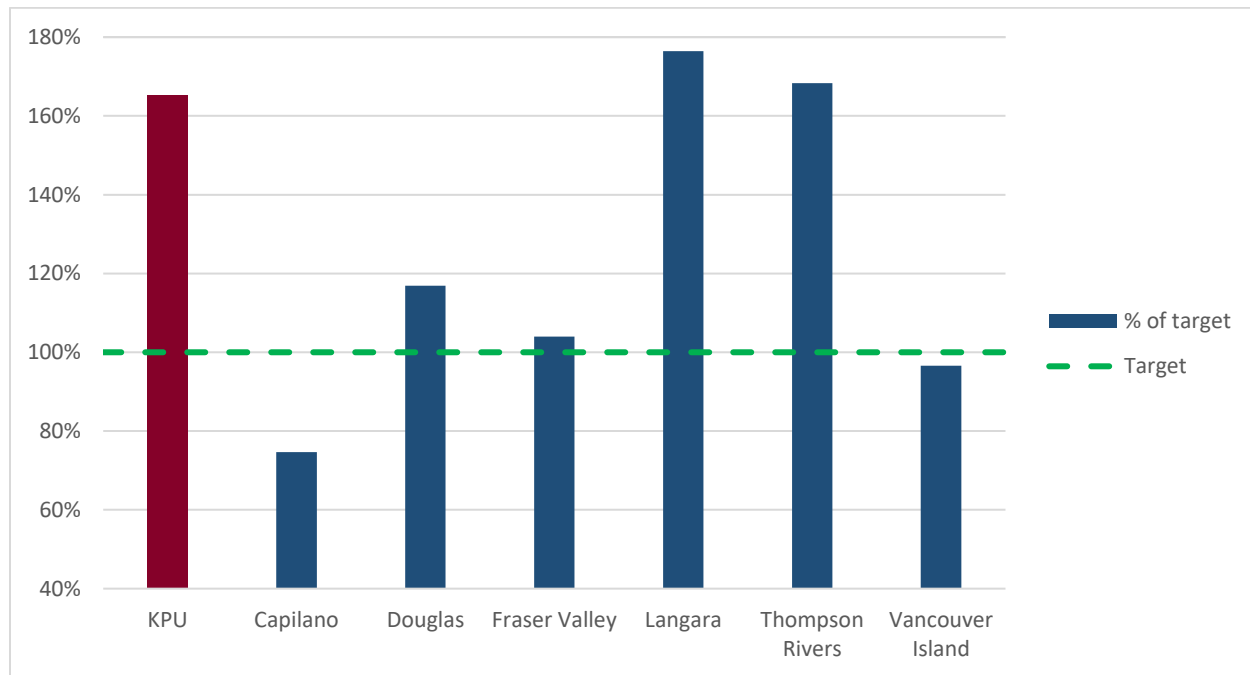
Institution	Target	Actual	% of target	
KPU	716	1184	165.4%	🟩
Capilano	158	118	74.7%	🟨
Douglas	1036	1211	116.9%	🟩
Fraser Valley	475	494	104.0%	🟩
Langara	670	1182	176.4%	🟩
Thompson Rivers	758	1276	168.3%	🟩
Vancouver Island	582	562	96.6%	🟩

Metric 22. Number of developmental FTEs: Percentage target achieved (AEST)
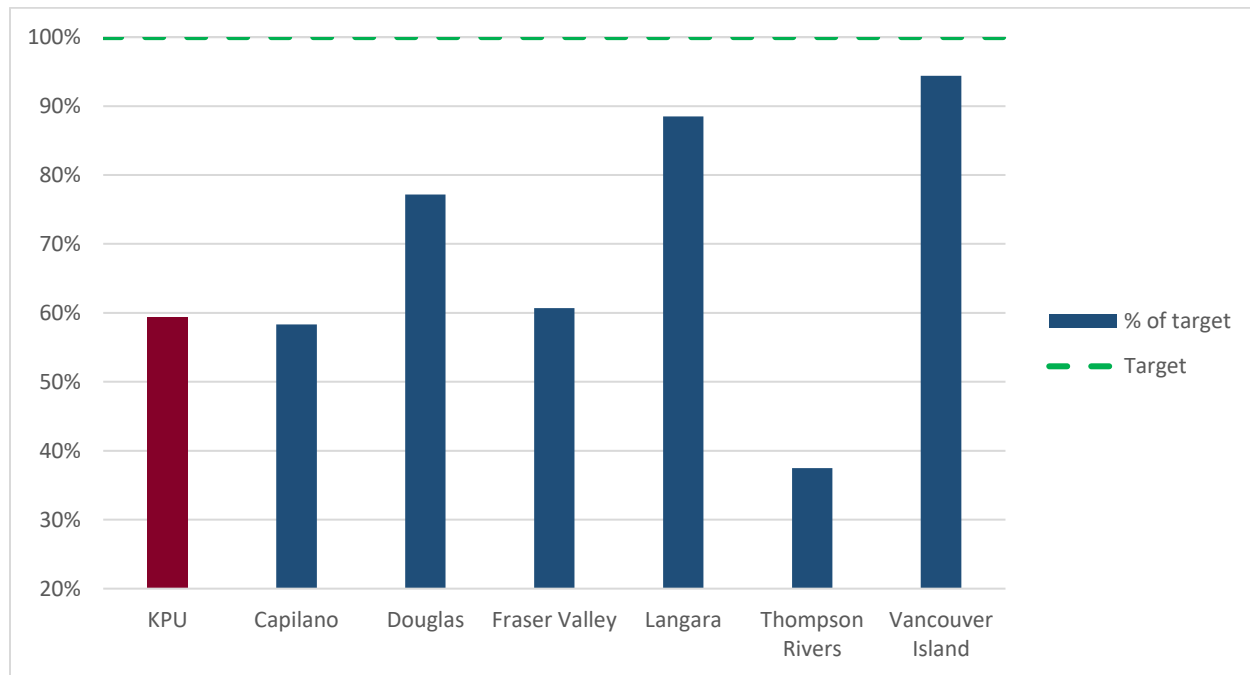
Institution	Target	Actual	% of target	
KPU	968	575	59.4%	🟥
Capilano	528	308	58.3%	🟥
Douglas	775	598	77.2%	🟨
Fraser Valley	519	315	60.7%	🟨
Langara	252	223	88.5%	🟨
Thompson Rivers	944	354	37.5%	🟥
Vancouver Island	805	760	94.4%	🟩

Survey Interpretation Guide

This is a guide for interpreting the survey data by providing information on the response options for each measure, and how they were reported. All response options in bold were included in that metric's result. (E.g., in metric 1, "Proportion of students reporting satisfaction with their educational experience at KPU," satisfaction means those who answered "Very satisfied" or "Somewhat satisfied.") Response options that are struck through indicate that the respondents who answered this way were omitted from the metric's calculation. (E.g., in metric 2, "Proportion of graduates that report satisfaction with their education," 476 graduates responded on the BGS survey, but six of these responded "Don't know" or refused to answer, so 470 was used as the denominator to calculate the percentage of graduates who were satisfied.)

Student Satisfaction Survey

Metric 1. Overall, how satisfied are you with your educational experience at KPU?
- o **Very satisfied**
- o **Somewhat satisfied**
- o Neither satisfied nor dissatisfied
- o Somewhat dissatisfied
- o Very dissatisfied

Metric 6. Students at KPU are treated fairly regardless of:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	**Somewhat agree**	**Strongly agree**
Religion	○	○	○	○	○
Cultural/ethnic/racial background	○	○	○	○	○
Age	○	○	○	○	○
Ability (e.g., physical, cognitive, sensory, etc.)	○	○	○	○	○
English proficiency	○	○	○	○	○
Gender	○	○	○	○	○
Sexual orientation	○	○	○	○	○

BC Student Outcomes Surveys

Metric 2. BGS, APPSO, and DACSO: How satisfied are you with the education you received from your [program's name] program at [institution's name]? *(Note: "Don't know" and "refused" were omitted from calculations.)*
- o **Very satisfied**
- o **Satisfied**
- o Dissatisfied
- o Very dissatisfied
- o ~~Don't know~~
- o ~~Refused~~

Metric 3. Quality of Instruction

BGS: Overall, how would you rate the quality of course instruction in your [name of program] program?
- o **Very good**
- o **Good**
- o Poor
- o Very poor
- o ~~Don't know~~
- o ~~Refused~~

APPSO and DACSO: How would you rate the quality of instruction?
- o **Very good**
- o **Good**
- o **Adequate**
- o Poor
- o Very poor
- o ~~Not applicable~~
- o ~~Don't know~~
- o ~~Refused~~

Metric 15. Skill Development

BGS: Please identify how helpful [institution] was in developing the following skills...
APPSO and DACSO: How helpful was your program in developing the following skills...?

The same list of skills was included on the BGS, APPSO, and DACSO surveys. The response options were:
- o **Very helpful**
- o **Helpful**
- o Not very helpful
- o Not at all helpful
- o ~~Not applicable~~
- o ~~Don't know~~
- o ~~Refused~~

Metric 15's overall result was calculated as follows: = [(Respondent 1's % of positive assessments) + (Respondent 2's % of positive assessments) + ... + (Respondent n's % of positive assessments)] / n, where n is the total number of respondents that provided at least one eligible response.

Metric 16. Usefulness to your work

BGS: How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?
APPSO and DACSO: How useful have the knowledge and skills you gained in the program been in performing your [main] job?

The BGS, APPSO, and DACSO surveys used the following response options:
- o **Very useful**
- o **Somewhat useful**
- o Not very useful
- o Not at all useful
- o ~~Don't know~~
- o ~~Refused~~

Employee Engagement Survey

Each of the six EES items listed below used the following response options:
- o **Strongly agree**
- o **Agree**
- o Slightly agree
- o Slightly disagree
- o Disagree
- o Strongly disagree

Metric 4. *Note: This is a composite measure, created by taking the average percentage of respondents who agreed or strongly agreed with the items below, while accounting for the differing number of respondents.*

a) My co-workers treat each other with dignity and respect. b) My manager provides the support I need to succeed. c) My manager provides valuable feedback throughout the year that helps me to improve my performance. d) At work my opinion counts.

Metric 12. This organization supports the development of new ideas that contribute to our future success.

Metric 17. My co-workers work together to achieve our goals.

Teaching, Learning, Scholarship, & Research Survey

The items below used the following response options:
- o **Strongly agree**
- o **Somewhat agree**
- o Neither agree nor disagree
- o Somewhat disagree
- o Strongly disagree
- o ~~Not applicable~~ *(only listed as an option for metric 11, in 2019)*

Metric 10. Teaching Innovation

In 2017: I am well-supported to pursue teaching excellence and innovation.
In 2019: KPU provides sufficient resources for me to pursue innovation in teaching and curriculum.

Note: The wording of the item was changed in 2019 to focus more clearly on innovation.

Metric 11. Research Support

In 2017: I am satisfied with the available supports and resources to pursue my own scholarship.
In 2019: I am satisfied with KPU's supports and resources to pursue my research.

Note: The 2017 TLSRS did not ask a question specifically related to research. Moving forward, it is expected that the 2019 version will continue to be used unless recommended otherwise.

Community Perception Survey

Metric 18. Recommend KPU

Would you consider attending Kwantlen to further your education? *(Note: This question was only asked to respondents thinking of attending college or university.)*

Would you consider sending them to Kwantlen? *(Note: This question was only asked to respondents with children under 20 that the respondent wanted to go to college or university.)*

Both the items above use the following response options:
- o **Yes**
- o Maybe
- o No

Glossary of Data Sources

AEST: BC Ministry of Advanced Education, Skills and Training

APPSO: Apprentice Student Outcomes survey administered by BC Stats after apprentices complete their final year of training

AY: Academic year (i.e., September 1 to August 31)

BCSOS: BC Student Outcomes Surveys – Results of above three surveys averaged together

BGS: Baccalaureate Graduate Survey administered by BC Stats about two years after graduation

CPS: Community Perception Survey of the public in the KPU region, conducted as required

CY: Calendar year (i.e., January 1 to December 31)

DACSO: Diploma, Associate Degree and Certificate Outcome survey administered by BC Stats about 9 to 20 months after program completion

EES: Employee Engagement Survey of all KPU employees, conducted every two years

FTE: Full-time equivalent: For students, FTE equates to number taking a full load of five courses per term for two terms

FY: Fiscal year (i.e., April 1 to March 31); e.g., FY2015 is fiscal year April 1 2014 to Mar 31 2015

ITA: Industry Training Authority, which funds and oversees apprentice training

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every two years

STARS: The Sustainability Tracking, Assessment and Rating System, a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress

TLSRS: Teaching, Learning, Scholarship, and Research Survey of KPU faculty members, instructional staff, and research staff, conducted every two years

If no source is specified, the data are from KPU administrative systems

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#9.1**
	Meeting Date:	**April 1, 2020**
	Presenter(s):	**Dr. Alan Davis**

Agenda Item: **President's Report**

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

Recommended Resolution: N/A

Board Committee Report: N/A

Attachments 1. President's report to the Board.

Submitted by: Dr. Alan Davis, President & Vice Chancellor

Date submitted: March 19, 2020

Report to Board

Alan Davis, President and Vice Chancellor

April 1, 2020

Not surprisingly, much of everyone's time in the last 2 months has been spent trying to plan for, and then catch up quickly to the COVID-19 pandemic.

Dr. David Florkowski was appointed as Special Advisor to the President on COVID-19 for the duration of the crisis, and Dr. Harjit Dhesi has been appointed as Dean of the Faculty of Health, *pro tem.* Working with the Communications team he has developed a comprehensive set of web resources which is regularly updated https://www.kpu.ca/hui/novel-coronavirus.

The administrative team shifted quickly to staying away from each other and to working from various campuses. Using a variety of tools, all scheduled meetings now take place virtually.

We are inspired by the dedication and resilience of all our employees as they focus on getting students through to the end of this semester, and then on planning for the summer semester.

Before these matters overtook us….

On February 8th I attend another record KPU Surrey Open House and on February 21st I met with our MP for Surrey Newton, Sukh Dhaliwal. Also on that day, the Chancellor Search Advisory Committee began its deliberations.

I was able to attend the CiCan Showcase in Ottawa on February 26th and 27th, with three remarkable KPU students, who spoke to the research they were doing as part of their degree programs:

Michael Ke: Biology

Through discussion with clinical and patient collaborators, KPU researchers determined that large scale DNA sequencing using next-generation sequencing technology would be the best approach to improving our understanding of genetic origins of ataxia in local patients. KPU's Bio-Innovation Laboratory undertook large scale DNA sequencing on both affected and unaffected members in two unrelated families with hereditary ataxia presenting at the UBC neurology clinic. The sequencing data identified tens of thousands of DNA sequence variations in the patients. Michael developed a custom bioinformatics analysis workflow that aligns with the American College of Medical Genetics and Genomics guidelines 2. By subjecting the candidate variants to this analysis workflow, Michael identified key candidate variants through a sequence of data filtering steps.

Here is Michael speaking with the Chief Science Advisor to the Prime Minister, Dr Mona Nemer:

Thomas Matsumoto: Political Science/Policy Studies

The partners for Thomas's project were the Newton BIA as well as the City of Surrey. A priority of both is to address an endemic problem in Surrey Newton, namely that Newton is viewed by many, and even by residents of the community, to be an unsafe, high crime neighbourhood. Thomas's team project was part of a larger day of community engagement in the Newton Town Centre, organized by KPU Policy Studies students as part of the Surrey CityLab program. Thomas' team set up a tent in the Grove, a place of significance to the community due to a history of violence including a homicide, and subsequent community interventions. The team had cloth for a cape displayed on a life-sized mannequin along with markers and small pieces of cloth. For three hours the students talked with passersby, inviting them to write down "something nice that someone did for them in Newton" on one of the pieces of fabric. These were pinned onto the cape, so people can see that their contributions are being incorporated. More than 50 people stopped to write down acts of kindness; the cape was then sewn together, making a Newton superhero cape.

Here is Thomas engaged with a Showcase participant:

Lucasz Kruszewski: Philosophy

Lukasz Kruszewski's is a Philosophy major, with a Policy Studies in Sustainability Minor. In his fourth year Policy Studies class, Lukasz chose to bring careful conceptual analysis to bear on one of Canada's most difficult and important policy issues, namely that of the role of reconciliation in policy development. His project was comprised of two parts.
Lukasz first explored policy options with regards to TMP and reconciliation in a draft briefing aimed at a Federal Minister, developing several policy options and evaluating them through the lens of reconciliation. His second project task was to write a communications piece, aimed at a particular audience, recommending a policy direction. He chose to write an op-ed aimed at the general settler audience, in which he argued that selling the pipeline to an Indigenous consortium, while often portrayed as reconciliation, repeats an old colonial ploy.

This project was also an experimental policy thought piece designed for a class. While the project does not therefore have direct impacts on a community, Lucasz has used his exploration of resource approvals, colonization and reconciliation to engage in on-going discussions with other settlers, such as through Facebook. He has taken on the challenge of engaging in critical

decolonization discussions within settler communities – both at KPU and with his hometown community in Alberta, using the research, analysis, and direction set through his project on the TMP and Reconciliation in Policy Studies 4110, Applied Policy Seminar.

Here is Lukasz talking with Showcase participants:

The students joined me in visits to MPs, and Lukasz and Thomas joined me, at the invitation of MP Jenny Kwan (Vancouver East) to attend question period in the House of Commons.

The Board Planning Seminar was held on February 28, with focus on international student enrollment planning, and on the work of the Sustainable Enrollment Planning Council

Open Ed Week occurred earlier this month and at KPU's symposium on March 4 and we were pleased to receive an outstanding keynote address by Dr. Karen Cangialosi (Professor of Biology and Open Education Faculty Fellow, Keene State College, New Hampshire, USA), and several KPU faculty presented their work in various dimensions of Open Education.

As part of my regular visits with local representatives, I met with Kerry-Lynne Findlay, MP for South Surrey White Rock on March 3.

On March 10 we welcomed Gwynne Dyer to KPU for another President's Dialogue on the rise of populism around the world. I then attended the City of Langley Volunteer Appreciation dinner, and on March 11th I spoke at the Chilliwack School District donor appreciation dinner.

I also attended the regular meeting of the PSEA Board on March 11.

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#14**
	Meeting Date:	**April 1, 2020**
	Presenter(s):	**Dr. Alan Davis**

Agenda Item: **Senate Meeting Report**

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 January 27, 2020.
2. Notes from the Senate Meeting held February 25, 2020.
3. Notes from the Senate Meeting held March 23, 2020.

Submitted by: Dr. Alan Davis, President & Vice Chancellor

Date submitted: March 24, 2020

Notes from the Senate meeting of January 27, 2020

*Due to the importance of the recently completed quality audit, the Vice-Chair has appended to this report a separate statement on KPU's quality assurance feedback.

The first Senate meeting of 2020 provided much cause for pride in academic governance at KPU. It also, conversely, involved the Vice-Chair leading the meeting in the absence of the President (who attended the meeting by phone during a brief period of illness).

After facing financial sustainability questions the Farrier program (now the Certificate in Farrier Science) made its return to Senate in a new, future-oriented form. The proposal represents a modernized curriculum - written in response to the program advisory committee (PAC) and with the support of the educational developers of the Teaching and Learning Commons – that includes cutting-edge portfolio practices and innovative ways to think about modern Farrier training. The governance system has invested heavily in this program, with detailed consideration and feedback being received from the SSC Budget and SSC Curriculum. Our expert Farrier (Mr. Gerard Laverty) and our educational developer extraordinaire (Dr. Kristie Dukewich) did much meaningful work in responding to this feedback and in strengthening the proposal as it moved through the system. The result was a proposal that moved smoothly through the Senate itself. The Vice-Chair, having exhausted his collection of horse jokes, was pleased to see the initiative proceed to the Board. The Senate looks forward to a stable program.

The School of Business received Senate approval for a minor bylaw revision that gave a vote to a student seat in the Faculty governance system.

The Senate Standing Committee on Research was officially renamed the Senate Standing Committee on Research and Graduate Studies. It will now play a role in the governance of KPU's emerging catalogue of graduate programs – primarily by advising Senate on standards for these programs.

The Draft University Budget was endorsed by Senate. More specifically, the Senate found that it did indeed enact the academic priorities identified by the Senators.

This year's process demonstrated a great deal of maturation in KPU's academic budgetary process. The team in Financial Services (such as Mr. Sass and Ms. Singer) have worked assiduously to provide Senate with more and more of the information it wishes to see (particularly at the standing committees). This information has been used to foster increasingly productive conversations about academic prioritization. The advice consequently produced by Senate has been very meaningfully considered by the President. This year, for instance, a direct summary of the ways in which Senate's advice was followed was produced.

Once the endorsement vote on fiscal year 2020/2021 had been taken the Vice-Chair encouraged the Senators to take a break of no more than 1-2 seconds before proceeding to the first discussion of fiscal year 2021/2022. Shortly thereafter a new plan was agreed for the coming year that included even more opportunity for feedback to the executive team.

Senator Ironside, Chair, SSC Teaching and Learning, provided a report on his committee's ongoing work to understand and address the issue of student success rates in particular courses. His report, provided in full in the Senate package, is worth reading.

On the other side of the student success conversation, the Registrar brought to Senate an unusually large list of upcoming graduates. Thanks are due to the Registrar's team for their diligent work in bringing so many successful students to Senate.

A visibly saddened Vice Chair announced the upcoming departure from KPU of Senator Herbie Atwal, Manager of Academic Advising. The Senator will shortly take up a position at another institution. In this, his last Senate meeting after years of service, it was noted that he has provided a strong and insightful voice on behalf of students.

David P. Burns, Vice-Chair, University Senate

The Vice-Chair, conducting himself with total seriousness in all things, keeps a record of the most important statements overheard in his many meetings. His December and January favorites are included below.

"KPU, of course, has a strong bi-camel governance system."

 "We don't need a template – get David to do it."

"Stop horsing around – at this point we are merely stalling. This program is, in the mane, ready to go."

Senate and Quality Assurance Statement

Universities have an unusual degree of freedom and public support. There is much that we do that is either left entirely to KPU to decide, or that is only periodically reviewed by government. This means that when we offer a program it is up to us, more than anyone, to ensure that we have good reason to offer it; that we are sincere in our self-governance of that program's quality; and that we find ways to hold each other accountable in serious but supportive ways. How well we are doing at this self-government is assessed, in part, by the Degree Quality Assessment Board.

The Degree Quality Assessment Board [DQAB] is the unit of Government that we interact with when we propose new programs and revise existing programs. It is also one of the only mechanisms through which the public can be assured that we use the funding we receive to offer sound and responsive post-secondary education to our community. It is, to my mind, one of the few ways in which we are held accountable for our promises to our students and the taxpayers of British Columbia. The DQAB recently conducted their peer audit of our quality assurance processes and the resulting report has been sent to KPU.

We were asked, as this report was being prepared, to provide evidence that KPU's process results in serious conversations about educational quality. As part of our response we provided documentation from a number of Senate committees, and from Senate itself. The report responded directly to this material.

"The panel is equally impressed by the degree to which the governance process - particularly Senate and its Standing Committees - are working to support the development and implementation of Quality Assurance (QA) processes as well as the development of a self-governing culture at KPU."

The report goes on to cite work being done at SSC Academic Planning, SSC Budget, SSC Curriculum and SSC Program Review. They note how especially encouraging it is that we refer to Program Review in our curricular revisions process, and that the data from Program Reviews are used in some of the most difficult debates conducted at Senate.

There are always areas for improvement, but this is an important moment to recognize how broadly this progress has been shared. We cannot have a robust system of self-governance without the support staff that manage our enormous committee system, the Representatives and Senators that volunteer for these committees, and without a general willingness (among faculty, staff and administrative leaders) to accept that, while all of this paperwork and debate can be cumbersome and contentious it is nonetheless the responsibility that comes with our independence.

I am immensely proud of your contributions.

Notes from the Senate meeting of February 25, 2020

The Senate meeting of February 2020 was one of the shortest of the year. The Provost's report included an update on the University's Sustainable Enrolment Planning Council, a body that is currently reviewing ways in which KPU can integrate its decision making around enrolment planning. The initiative, identified by Senate two years ago as an area of priority, is making laudable progress.
Minor changes were made to the Diploma's in Horticulture Technology – Turf Management and in General Studies.

Nominations were brought forward to the Search Advisory Committee for the Associate Vice-President, Academic.

The University Librarian briefly discussed the ongoing process of the development of the Library Strategic Plan and Senator Traynor brought forward the most recently approved Quality Assurance Plans from the SSC Program Review.

Graduates were, as usual, approved, and the vacancy in the former Senator Atwal's seat was formally recorded.

In the closing discussion two related issues were raised. First, a request was raised that the University review its policy on policies with a particular emphasis on finding more constructive ways to build consultation earlier into the policy making process. The President indicated that the University Secretary had already begun this process.

Second, members of the committee sought clarity on whether the upcoming microcredential policy will be an administrative policy or an academic one (which requires voting at Senate). The President affirmed his interest in bringing it to Senate.

The Senate, having no further business, adjourned.

David P. Burns, Vice-Chair, University Senate

Further observations of an entirely serious nature:

President, "David, are you being funny?"
Awkward pause
President, "David, are you *trying* to be funny?
David, "No to the former and yes to the latter"
President, "Right, then, moving on"

Honourable mentions from Senate committee meetings and correspondence:

"Why don't we change this process so that it might actually work?"

"In the immortal words of Kelly Clarkson…"

"We are, in effect, black market parliamentarians."

Notes from the Senate meeting of March 23, 2020

The Senate meeting of March 23, 2020, was an historic one. Approximately 30 Senators, along with over a dozen observers, participated in a digital-only Senate meeting.

The meeting opened with discussion of the ongoing developments around the CoVid19 pandemic. In the President's and Provost's reports the Senate was briefed on the upcoming shift to alternative delivery for summer term courses. The VP Students was able, during the meeting , to clarify that international students will still be able to qualify for their Post-Graduate Work Permits (see official information [here](#)), and the Provost indicated that government had recently announced student support mechanisms around student loans.

Minor changes were made to the BA Major in Creative Writing and the continuance requirements for programs in the Wilson School of Design. Updates were made to the admission requirements in nearly all KPU Trades programs (in response to changes suggested by the ITA), along with some curricular change. The Senate also passed a resolution allowing courses from the bulk inactivation last year to be quickly reactivated if they were inactivated (discontinued) inadvertently. Information on this resolution will be sent to Faculty councils.

Senate was briefed on the powers given to the Senate Executive Committee [SEC] in the even that time-sensitive decisions must be made and was assured that any such decision by the SEC is subject to Senate ratification. After this briefing the first such decision was brought forward.

Last week the SEC passed a resolution, with immediate effect, to extend the voluntary withdrawal deadline. This decision was time-sensitive in the sense that students were already requesting withdrawal under extenuating circumstances, and much anxiety would have been caused by a delay in this decision. Senate duly ratified this motion.

After extensive consultation and an enormous amount of work, the Faculty of Health passed revisions to its bylaws. Much credit is due to Senator Schwichtenberg for her work and leadership in bringing new energy to governance in the Faculty of Health.

Revised protocols were brought forward for appointments to Senate's committees, and numerous appointments were passed. A motion was also carried to appoint additional committee members for Search and Search Advisory Committees so that, in the event a Senate-appointed representative needs to resign from a search an alternate is ready to go.

Senator Traynor provided the recently approved Quality Assurance Plans for Accounting and the BSN, and Senator Campbell reported on the ongoing discussions of AC14 and AC6 (policies recently discussed at SSC Academic Planning and Priorities.

After the normal approval of graduates the Registrar updated Senate on the ongoing issue with the holding of convocation (which cannot take place during the current ban on large gatherings).

Senate also endorsed the [San Francisco Declaration on Research Assessment.](#)

The Senate, having no further business, adjourned.

David P. Burns, Vice-Chair, University Senate

Further observations of an entirely serious nature:

"David, just so you know, this didn't go down how I wanted it to go down."

"David, let me call you on that one….. I mean, provide my opinion."

"David, we aren't pushy, we just know what you are supposed to be doing right now."

"That was a Presidential yawn."