



KPU Board of Governors - Regular Meeting

Date: June 24, 2020

Time: 4:00 pm – 5:06 pm

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

<https://bluejeans.com/512844323?src=calendarLink>

Phone Dial-in

+1.778.807.4955 (Canada (Vancouver))

+1.416.900.2956 (Canada (Toronto))

+1.438.788.3021 (Canada (Montreal, French))

+1.866.599.3622 (Canada (Toll Free))

Meeting ID: 512 844 323



Regular Meeting Agenda

Board of Governors

Date: June 24, 2020

Time: 4:00 pm – 5:06 pm

Via: Blue Jeans Conferencing Bridge

<https://bluejeans.com/512844323?src=calendarLink>

Phone Dial-in: +1.778.807.4955 (Canada (Vancouver))

Meeting ID: 512 844 323

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

Excused: Taylor Lanthier

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

Presenters and Administrative Resources: Steve Cardwell, Laurie Clancy, Candice Gartry, Marlyn Graziano, Ranminder Kaur, Sandy Vanderburgh, Keri van Gerven

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

Agenda Item	Resource	Action	Time	Page
1. Call to Order & Introductory Remarks	Sandra Case		4:00	
2. Conflict of Interest	Sandra Case			
3. Approval of Agenda	Sandra Case	M	4:03-4:05	3
4. Consent Agenda	Sandra Case	M	4:05-4:06	7
4.1. Minutes of the May 27, 2020 Regular Board of Governors Meeting				8
5. Audit Committee Report				
5.1. Committee Chair Report	Michael McAdam	I	4:06-4:07	
6. Finance Committee Report				
6.1. Committee Chair Report	Michael McAdam	I	4:07-4:08	
6.2. Amalgamation of KPU's Invested Funds under one Investment Manager	Candice Gartry	M	4:08-4:11	15
7. Governance Committee Report				
7.1. Committee Chair Report	Hanne Madsen	I	4:11-4:12	
7.2. Accountability Plan & Report 2019/20	Lori McElroy	M	4:12-4:20	23
7.3. Vision 2023 – Yearly update	Alan Davis	D	4:20-4:25	
7.4. Academic Plan 2023 – Yearly update	Sandy Vanderburgh	I	4:25-4:35	25



Regular Meeting Agenda

Board of Governors

Date: June 24, 2020

Time: 4:00 pm – 5:06 pm

Via: Blue Jeans Conferencing Bridge

<https://bluejeans.com/512844323?src=calendarLink>

Phone Dial-in: +1.778.807.4955 (Canada (Vancouver))

Meeting ID: 512 844 323

7.5. New Appointed and Elected Board Members	Keri van Gerven	I	4:35-4:37	51
8. Human Resources Committee Report				
8.1. Committee Chair Report	Sandra Case	I	4:37-4:38	
9. Annual Report to the Board on the Sexual Violence & Misconduct Policy	Steve Cardwell / Jennifer Jordan	I	4:38-4:41	53
10. President's Report				
10.1. Report to the Board	Alan Davis	I	4:41-4:44	
11. Provost's Report				
11.1. Report to the Board	Sandy Vanderburgh	I	4:44-4:47	
12. Vice President, External Affairs				
12.1. Report to the Board	Marlyn Graziano	I	4:47-4:50	
13. Vice President, Students				
13.1. Report to the Board	Steve Cardwell	I	4:50-4:53	
14. Senate Reports:	Alan Davis	I	4:53-4:54	65
14.1. Notes of meeting held on May 25, 2020				
14.2. Notes of meeting held on June 22, 2020				
15. Next Meeting Agenda Contribution	Sandra Case	D	4:54-4:55	
16. For the Good of the Order	All	D	4:55-4:56	
17. Feedback on the Meeting	All	D	4:56-4:58	
18. Closing Remarks	Sandra Case		4:58-4:59	
19. Election of the Chair and Vice Chair	Keri van Gerven	Election	4:59-5:04	
20. Appendix:				
20.1. Report to the Board of Governors	Alan Davis	I	5:04-5:05	



Regular Meeting Agenda

Board of Governors

Date: June 24, 2020

Time: 4:00 pm – 5:06 pm

Via: *Blue Jeans Conferencing Bridge*

<https://bluejeans.com/512844323?src=calendarLink>

Phone Dial-in: +1.778.807.4955 (Canada (Vancouver))

Meeting ID: 512 844 323

- | | | | |
|--|-------------|---|-----------|
| 21. Next Meeting
Regular Board Meeting
Wednesday, September 30, 2020
4:00 – 7:00 pm | Sandra Case | I | 5:05-5:06 |
| 22. Adjournment | Sandra Case | | 5:06 |



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

Regular Meeting
#4
June 24, 2020
Sandra Case

Agenda Item: **Consent Agenda**

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

Recommended Resolution:	THAT the Board of Governors approve the following items on the Consent Agenda: 4.1 Minutes of the May 27, 2020 Regular Board of Governors Meeting.
--------------------------------	---

Attachments: 1. Minutes of the May 27, 2020 Regular Board of Governors Meeting.

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

Date submitted: June 12, 2020

Present: Board

Sandra Case / Chair
Rhiannon Bennett
Farhad Dastur
Alan Davis / President & Vice Chancellor
Samantha Jack
Amos Kambere
Marc Kampschuur
Taylor Lanthier
Michael McAdam
Kim McGill

University Vice Presidents

Steve Cardwell / VP, Students
Laurie Clancy / AVP, Human Resources
Marlyn Graziano / VP, External Affairs
Sandy Vanderburgh / Provost & VP,
Academic

Presenters and University Resources

Jennifer Duprey / General Counsel
Candice Gartry / Interim Executive
Director, Finance
Ranminder Kaur / Confidential Assistant to
the Board of Governors
Keri van Gerven / University Secretary &
Executive Assistant to the President & Vice
Chancellor

Regrets: Hanne Madsen
Mohammed Mahabub
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** No other conflict of Interest was declared.
3. **Approval of Agenda** Motion #21-19/20
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Agenda for May 27, 2020.
4. **Consent Agenda** Motion #22-19/20
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following items on the Consent Agenda:
4.1 Minutes of the April 1, 2020, Regular Board of Governors Meeting.
And
receive the following item on the Consent Agenda for information:
4.2 KSA Annual Fee Change Letter - 2020-2021 Academic Year.
5. **Audit Committee Report** **5.1 Committee Chair Report**

Committee Chair, Mr. McAdam advised that the Audit Committee met on May 19, 2020 and received amendments to the audit planning report for

the year ending March 2020 from the external auditors, an update on the internal audit and an update on business engagement activities.

5.2 Draft Financial Statements for Year Ending March 31, 2020

Ms. Gartry presented the draft Financial Statements for Year ending March 31, 2020 and highlighted the Statement of Financial Position, Statement of Operations and Notes to the Financial Statements.

Ms. Gartry noted that there was a \$4.6 million surplus in fiscal 2020, driven primarily by salary savings which were offset by a decrease in international student enrolment and tuition. Expenditures are in line with the Board approved KPU fiscal budget.

Dr. Davis commented that in March the Board approved a donation of \$3,000,000 to the KPU Foundation as an endowment to support Equity, Diversity and Inclusion at KPU.

Motion #23-19/20

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Draft Financial Statements for the year ended March 31, 2020 as recommended by the Board Audit Committee.

5.3 Reappointment of the External Auditor

Ms. Gartry commented that Section 33 of the University Act states that, "Unless the Auditor General is appointed in accordance with the Auditor General Act, as the Auditor of the Board, the Board must appoint an Auditor to audit the accounts of the Board at least once each year."

Ms. Gartry noted that KPMG was selected through RFP to act as KPU's External Auditor for three years, commencing with the 2016/17 reporting year. Members noted that KPU retains the option to extend the Service Agreement for up to two additional years (2019/20, 2020/21), in one year increments, provided both parties agree to each renewal.

The Chair of the Audit Committee, Mr. McAdam, mentioned that the Audit Committee is satisfied with the service KPMG has provided since their appointment. Mr. McAdam noted that due to changes in personnel in Financial Services, stability is also necessary.

Motion #24-19/20

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the extension of KPMG's appointment as External Auditor for the 2020/21 reporting year 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 committee were included on the agenda.

6.2 Multi-Year Commitment for Procurement – PebblePad Software

Ms. Gartry presented the report and advised that a multi-year approval for a total of \$316,824.00 over a 4-year period (\$79,206 per annum) is requested from the Board of Governors to proceed with the PebblePad Software.

Ms. Gartry noted that the PebblePad software will enable ease of use and flexibility in the design of e-portfolios.

Motion #25-19/20

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve, subject to budgetary approval, a multi-year commitment for the procurement of PebblePad software as recommended by the Board Finance Committee.

6.3 GV4 Schedule of signing authorities

Ms. Gartry presented the revised version of Policy GV4 – Signing Authority Policy, Procedures and Schedules and commented that these documents completed their 6-week public posting period on October 16, 2019.

Ms. Gartry noted that Financial Services received additional feedback from the AVP of Research Services which included: a) ability to accept electronic signatures or online approvals when physical signatures are not obtainable; b) MOUs relating to Research be approved by ORS; and, c) research funding applications only need to be approved by Financial Services in the case of unbudgeted items/amounts. It was noted that the scope of the policy has been expanded to apply to all contracts, commitments and obligations that require an authorizing signature.

Motion #26-19/20

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the updated Policy GV4 - Signing Authority Policy, Procedures and Schedules as recommended by the Board Finance Committee.

7. Governance Committee Report

7.1 Committee Chair Report

Committee Vice Chair, Mr. Amos, advised that the Governance Committee scheduled for May 13, 2020 was cancelled.

8. Human Resources Committee Report

8.1 Committee Chair Report

Committee Chair, Ms. Case, advised that the Human Resources Committee met on May 7, 2020 and received an update on Covid-19.

9. President's Report

9.1 Report to the Board

Dr. Davis commented that Board and Senate committee work has continued remotely. The executive group meetings also take place regularly.

Dr. Davis commented that he is working with his colleagues on a video tribute to graduates, to be launched in early June, that will celebrate our graduates' successes and to provide some comfort to them as they missed their scheduled convocation.

Dr. Davis noted the installation of artwork by Brandon Gabriel at KPU Langley.

9.2 Covid-19 Update

Dr. Davis commented that a lot of communication has gone out to various KPU communities in order to update them on the COVID-19 pandemic.

Dr. Davis commented that the last two months has been spent trying, as far as possible, to maintain offerings and services to students during the pandemic. Dr. Davis noted that the summer semester is being delivered remotely, and the plan for the Fall is to see some return to work of employees but continuing remote delivery of our offerings.

Members noted that both the Spring and Fall convocations have been cancelled.

10. Provost's Report

10.1 Report to the Board

Dr. Vanderburgh commented that a lot of work has been done to prepare the academic operations for the fall and future semesters.

Dr. Vanderburgh mentioned that several ideas have emerged for what higher education will look like after COVID-19 and noted that it is clear that the traditional pathways and mobility of international students have been disrupted, with the crisis forcing us to re-examine our international strategies.

Dr. Vanderburgh commented that a scenario for the format of curriculum delivery was presented at the April Senate meeting and we have recently identified Fall 2020 programming that requires a face to face experiential learning component (e.g. Trades and Horticulture). Health and Safety forms will be completed for each course/program that will detail the learning environment protocols required to ensure the safety of our students and employees.

Dr. Vanderburgh noted that the health and safety plans will be authorized by the Provost's Office, Dr. Florkowski, and the office of Occupational Health and Safety.

11. Vice President, External Affairs Report

11.1 Report to the Board

Ms. Graziano advised that she and her team have been focusing on communicating effectively with the KPU community to keep students and staff informed as the situation continues to change on a daily basis.

Ms. Graziano commented that External Affairs continues to connect virtually with key stakeholder groups, including our city governments, Chambers of Commerce and Boards of Trades and other business organizations. Much of this connection focuses on synergies that are developing as the province embarks on a slow, thoughtful and evidence-based restart of the economy.

Ms. Graziano commented that the events team is busy researching online platforms in preparation for online events and a virtual open house planned for the fall.

**12. Vice President,
Students Report**

12.1 *Report to the Board*

Dr. Cardwell advised that in Summer 2019, KPU's Career Development Centre submitted a comprehensive application for accreditation approval from Co-operative Education and Work-Integrated Learning (CEWIL) Canada, and are delighted to announce that they have recently received accreditation for their Co-op programs.

Dr. Cardwell noted that the keep.me SAFE program and the My SSP app were launched a month ahead of schedule, helping to provide support for KPU students and staff during this time. My SSP provides all KPU students with 24/7 access to a large, diverse network of professional counsellors, matching students' unique circumstances. It was noted that My SSP can also be used by faculty and staff to consult when dealing with a student in distress, and can be accessed through the app or by phone.

13. Senate Reports

Dr. Davis advised that the Senate Report for April 27, 2020 was prepared by Dr. David Burns, Senate Vice-Chair and was included in the meeting package.

Dr. Davis noted that the Senate also met on May 25, 2020 and the final order of business was the approval of graduates. Dr. Davis noted that several students joined the meeting to hear the motion passed and the Senators applauded the graduates.

**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**

There were no additional items identified.

**16. Feedback on the
Meeting**

There was no additional feedback on the meeting.

17. Appendix:

17.1 *Report to the Board of Governors*

The May 2020 Report to the Board of Governors was received.

- 18. Next Meeting** Wednesday, June 24, 2020. Members noted that the meeting will be held virtually.
- 19. Adjournment** The meeting adjourned at 4:56pm.

Board Chair

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****#6.2****June 24, 2020****Candice Gartry****Agenda Item:** **Amalgamation of KPU's Invested Funds under one Investment Manager**

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

Recommended Resolution:	THAT the Board of Governors approve the amalgamation of KPU's invested funds under one Investment Manager, that Manager being Connor, Clark and Lunn Private Capital Ltd as recommended by the Board Finance Committee.
--------------------------------	--

Board Committee Report: At its meeting held on June 16, 2020 the Board Finance Committee approved the amalgamation of KPU's invested funds under one Investment Manager, that Manager being Connor, Clark and Lunn Private Capital Ltd for recommendation to the Board of Governors.

Context & Background: At the June 5, 2020 meeting of the KPU/KPU Foundation Joint Investment Committee, the Committee discussed the current structure of KPU's investment portfolio. At present, KPU's investment portfolio is spread amongst three investment managers with each investment manager holding approximately one-third of the total portfolio value. KPU's investment managers are: Canaccord Genuity Wealth Management; HSBC Global Asset Management; and, Connor, Clark and Lunn (CC&L).

As outlined in the *Memorandum of Understanding* between KPU and the KPU Foundation, section C, "KPU and the Foundation will each retain control of decision making authority over, and separate ownership of, their respective funds, but will each separately retain the same investment managers (s) (the "**Investment Manager(s)**") to assist with aligning investment decisions, achieving economies of scale for the purposes of efficiencies, limiting management costs and maximizing shareholder returns. The funds of each party will be kept separate and not comingled."

This Investment manager had been previously identified, internally, as CC&L, who is also the Foundation's investment manager.

The KPU/KPU Foundation Joint Investment Committee recommends that the Board Finance Committee approve the amalgamation of KPU's investment portfolio under one investment manager, that investment manager being CC&L.

Key Messages:

1. The KPU/KPU Foundation Joint Investment Committee recommends that the Board Finance Committee approve the amalgamation of KPU's investment portfolio under one investment manager, that investment manager being CC&L.



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

Regular Meeting
#6.2
June 24, 2020
Candice Gartry

2. An amalgamation of KPU's invested funds would assist with "...aligning investment decisions, achieving economies of scale for the purposes of efficiencies, limiting management costs and maximizing shareholder returns."
3. The funds of each party (KPU and KPU Foundation) will be kept separate and not comingled in the event that the two entities use the same investment manager.

Resource Requirements: N/A

Implications / Risks: Not amalgamating KPU's investment portfolio under one investment manager could result in KPU not: achieving economies of scale for the purposes of efficiencies; limiting management costs; and, not maximizing shareholder returns.

Consultations: KPU/KPU Foundation Joint Investment Committee, KPU Financial Services, CC&L, KPU Foundation. (Joint Investment Committee Memorandum of Understanding and Terms of Reference have been approved by KPU's Finance Committee and Board of Governors.)

Attachments: KPU/KPU Foundation Joint Investment Committee Memorandum of Understanding and Terms of Reference.

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

Date submitted: June 17, 2020

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: _____
Authorized Signatory

Per: _____
Authorized Signatory

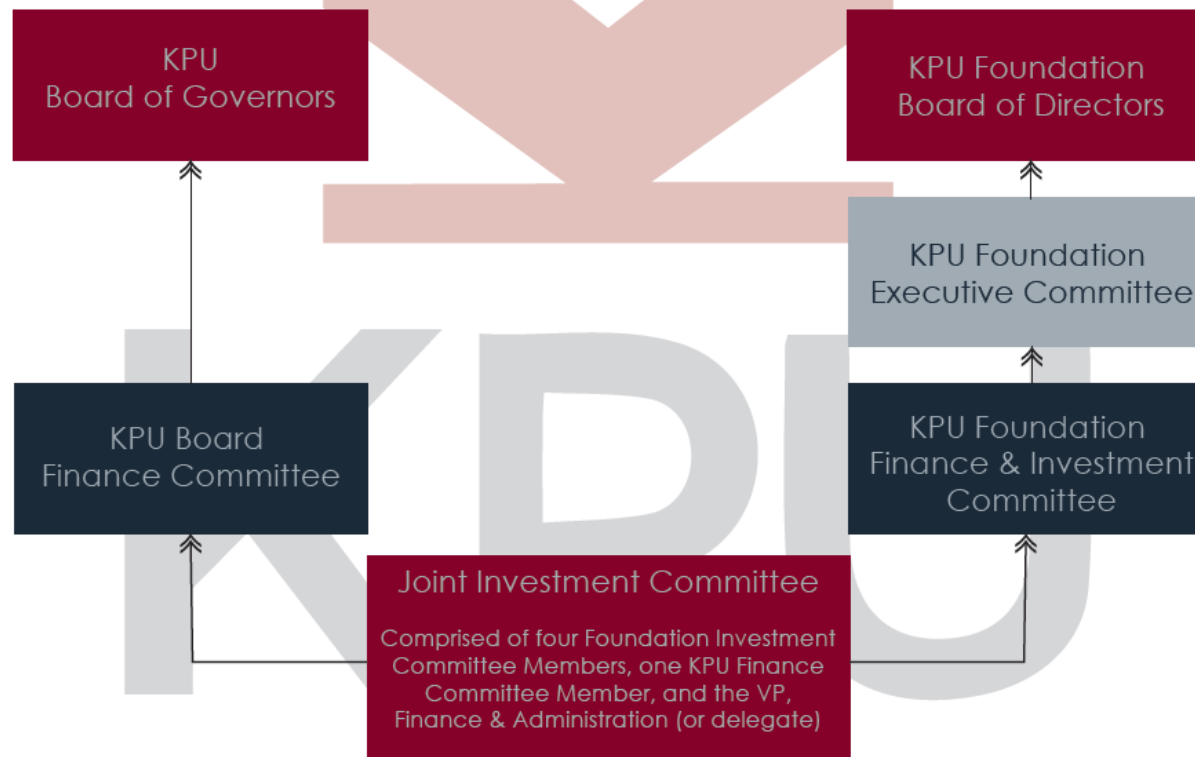
Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

SCHEDULE A



KPU Board of Governors and KPU Foundation Proposed Alignment



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;
- 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 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****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****#7.2****June 24, 2020****Lori McElroy****Agenda Item:** **Accountability Plan & Report: 2019/2020**

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

Recommended Resolution:	That the Board of Governors approve the Accountability Plan & Report: 2019/2020 for submission to the Ministry of Advanced Education, Skills and Training as recommended by the Board Governance Committee.
--------------------------------	--

Board Committee Report: At its meeting held on June 10, 2020, the Board Governance Committee approved the Accountability Plan & Report: 2019/2020 for submission to the Ministry of Advanced Education, Skills and Training for recommendation to the Board of Governors.

Context & Background: The Institutional Accountability Plan and Report is an annual report that addresses the BC Reporting Principles for the public sector and fulfills the requirements of the Ministry's Accountability Framework.

The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development.

The Ministry provides minimum reporting requirements, which KPU's draft meets and exceeds. The report begins with a public letter to the Minister signed by both the Chair of the Board of Governors and the President. The report includes KPU's strategic direction and performance measure results along with contextual information to describe KPU's role in providing services to their students and communities. All reports are posted on AEST's website, and KPU will post it's on the KPU website once we receive Ministry approval, likely in October.

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****#7.2****June 24, 2020****Lori McElroy****Key Messages:**

1. The report must be approved by the Board of Governors prior to submission to the Ministry of Advanced Education, Skills and Training. It must be submitted to AEST by July 15.
2. The Strategic Priorities section of the report has been expanded due to changes in reporting requirements. Institutions are now to provide specific, detailed examples of how they have addressed each priority in the 2019/20 Mandate Letter, and actions planned to address priorities in the 2020/21 Mandate Letter.
3. The Draft Accountability Plan & Report for 2019/20 is attached. The Report is complete with a few exceptions:
 - i) in Chapter 6, the following performance measures will be confirmed in June: #20, #21, and #22;
 - ii) other appendices will be added, notably the audited financial statement; and
 - iii) the report will receive final editing and formatting.

Resource Requirements:

N/A

Implications / Risks:

Failing to submit the Accountability Report to AEST by July 15, 2020, will have a negative impact on our reputation with the Ministry.

Consultations:

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

Attachments:

[Draft Accountability Plan & Report: 2019/2020](#)

Submitted by:

Lori McElroy / Associate Vice President, Planning & Accountability

Date submitted:

June 12, 2020



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#7.4

June 24, 2020

Dr. Sandy Vanderburgh

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

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

Recommended Resolution:	N/A
--------------------------------	-----

Board Committee Report: For University Secretariat Use Only

Context & Background: The attached Academic Plan progress report is provided to indicate the second year of implementation status of the numerous strategies attached to the nine goals of the Academic Plan 2023.

Key Messages: 1. KPU is now into year 2 of the Academic Plan. Most of the strategies have been initiated in spite of the impacts of Covid-19.

2. There has been positive movement on many of the strategies and in some cases the amount of movement has been significant.

3. We continue to make progress on the Academic Plan for the 2020/2021 academic year and the goals continue to be realizable within the Board-approved budget allocations.

Resource Requirements: No new resources are required or requested.

Implications / Risks: The fulfillment of the Academic Plan strategies is essential to the growth and development of structures, systems, programs and academic leadership.

Consultations: This report is provided to the Governance Committee of the Board of Governors and to the full Board with the understanding that the status of the initiatives outlined was provided through diverse consultations at the student, staff, faculty and administrative level.



Attachments: Academic Plan Dashboard Report June 12, 2020


Submitted by: Dr. Sandy Vanderburgh


Date submitted: June 12, 2020

GOAL 1: Enhance Student Success (Lead Dr. Steve Cardwell, Vice President Students)




Strategy		June, 2019	Comments	Impact of Goal Strategies
1.1	<p>Through rigorous curriculum, teaching excellence and dedicated support systems we will prepare learners that:</p> <ul style="list-style-type: none"> • can think and act independently; • have strong and adaptable digital and technological skills; • are collaborators across different areas of expertise; • are capable of dealing with diverse other learners, companies, clients and agencies; • have a capacity for integrated thinking. 		<ul style="list-style-type: none"> • Strong Curriculum Committees • All 5 attributes are embedded in Arts, Health, Science, SoB, Trades • These attributes can be witnessed in the work of Design-building prototypes, Health-using simulations, service learning, Arts/Criminology-where students work with inmates, Business-students compete to build stronger cybersecurity systems, ACA-working with vulnerable individuals at the Phoenix Centre for Addiction, Trades-deeply embedded in local industry, the Science and Horticulture farm schools and creek remediation projects. • Enhanced new student orientation, partnering with Faculties, and ensuring students understand their rights, responsibilities and the university's policy framework. • Training in sexual violence and misconduct, safety and security and bystander awareness has been added. • Restructured the co-op education program to be better positioned for future growth in co-op placements. • Developed the Healthy University Initiative website https://www.kpu.ca/hui/initiative • Hired first Health Promotion position within Student Services. • Policy AC-10 was passed in spring 2020 and through the establishment of an institutional Credential Framework, the university endeavors to reflect and serve our diverse, dynamic, and growing population by utilizing methods and standards that nurture an ability to research, analyze, synthesize and communicate. Theoretical, technical, social, and personal competencies, core elements of our overall polytechnic university learning approach, are central to our curriculum, ensuring that our graduates are prepared for a lifetime of learning and re-learning, and providing them with opportunities to adapt to their changing needs. 	<ul style="list-style-type: none"> • Student success remains the singular most significant element of our work. Students know the motto "where thought meets action" is applied at KPU. Our collective work embodies the definition of a polytechnic university. The creation of our new One.KPU platform provides more effective access to all university resources for students and employees. We have also continued to enhance the KPU Safe app. • Library: Availability of electronic journals, books and streaming videos makes the collection accessible at all hours and from any internet connection. Reduction in footprint required for storing print journals frees up limited space for other student focused activities.



1.2	We will provide clear transitional pathways into the academic culture of KPU, enabling all students to be active participants in the discourse of the learning community. By recognizing the skills and experiences that students bring to the KPU community, we will provide students with diverse opportunities to develop their skills as learners in a post-secondary learning community.		<p>Transitional Pathways:</p> <ul style="list-style-type: none"> •Health-foundations provides students opportunity across sciences, arts, also from RPN to BSNAE (advanced entry) •Arts pathways from Associate of Arts to Bachelor of Arts •ACA (dual courses) pathways to undergraduate studies •School of Business offering service courses to other Faculties seeking to round out studies with an experiential or entrepreneurial element. <p>•Over the past year, the Dual Credit program at KPU continues to enhance and strengthen partnerships with local school districts to offer students in K-12 competitive post-secondary education and experience. Through a collaborative effort, KPU's Dual Credit program delivers on offering relevant and hands-on skills, along with educational opportunities, to K-12 learners, as highlighted and mandated by the Ministry of Education.</p> <p>•Specifically with the Memorandum of Understanding (MoU) between local school districts, such as Surrey, Delta, Maple Ridge, Richmond and Langley (to name a few); and a partnership with an independent school, Maple Leaf World Schools, Dual Credit continues to recruit students domestically and internationally, to maintain student enrolment, and develop pathways to fulfill K-12 students' evolving educational needs.</p> <p>•Since the end of the last fiscal year, the Dual Credit program has engaged in new and innovative content delivery and promotional events to engage and recruit students. First, we delivered presentations to parents and students in China, through our partnership with Maple Leaf World Schools. Our hope is to have more international students partake in the Dual Credit program.</p> <p>•Secondly, we are pleased to have partnered with the Surrey School District to offer a cohort class for Surrey students.</p>	
1.3	We commit to maintaining a responsive curriculum and corresponding student services that are flexible, innovative, and provide opportunities for students to access support in a flexible manner.		<p>•Secondly, we are pleased to have partnered with the Surrey School District to offer a cohort class for Surrey students.</p>	


1.4	KPU will adopt and implement UDL principles into its learning and public environments and strive to eliminate barriers to educational success.		KPU and the KPU Foundation have supported the piloting of the "Including All Citizens Project" for students with disabilities. We continue to expand the adoption of UDL principles in all program and facility designs. We now have a new staffing model in Accessibility Services that provides better support for students across all campuses.	
1.5	We will renew our approach to adult learners to reflect their unique challenges and promote programs and services designed specifically for them.		<ul style="list-style-type: none"> •KPU is working on a renewed approach to adult learners, especially through the Open Education Resources practices. •We continue to offer new certificates and diplomas aimed at what, precisely, adult learners need to advance their careers or professional lives. •We have recently initiated the governance process for the new Bachelor in General Studies framework. •KPU has implemented a Mature Student Orientation program and work on the delivery of a BGS in the Faculty of Arts continues. •In Spring 2020 Policy AC-6 on the Recognition of Prior Learning was passed. KPU recognizes that students attain significant learning at a post-secondary level from formal academic learning, as well as work, training and other experiences outside the formal post-secondary education system. Those who have gained such learning may be assessed and receive credit for that learning to pursue further education within KPU through the Recognition of Prior Learning process (RPL). •RPL at KPU includes two evaluation processes: transfer credit and prior learning assessment and recognition (PLAR). •KPU will continue to enter into formal articulation agreements with recognized post-secondary institutions to facilitate credit transfer for courses of similar content, learning outcomes and evaluation standards. The assessment of equivalency will rely on the judgment of faculty as subject matter experts. •KPU uses PLAR to assess for knowledge and skills acquired through previous informal and non-formal learning, work and life experiences, and formal learning that is ineligible for transfer credit when determining equivalency for KPU credit. 	

1.6	We will harness and deploy digital technologies to enhance and complement on-campus learning and support services.		<ul style="list-style-type: none">• While the bulk of the digital educational technology is underway through our Teaching and Learning Commons, the Office of Student Services continues to incorporate increased technology usage to simplify systems, enhance accountability and provide tools for students and campus services. <p>The University Library reports that:</p> <ul style="list-style-type: none">• Print journal subscriptions are regularly monitored for use and for availability of digital versions.• Conversion to digital subscriptions happen whenever possible.• Additional e-book packages continue to be explored as well as a demand driven e-book collection.• Most efforts are being placed in digital streaming services with access to streaming videos growing by 92%.• Shift from print to digital is ongoing. Currently the library still subscribes to approximately 300 print journals but over 58,000 e-journals. <p>In the past 5 years:</p> <ul style="list-style-type: none">• Print collection has remained stable in numbers while the e-book collection has grown by 60%.• KPU has increased the availability of online Student Services including online tutoring and online resume review.• New student supports for online learning through KPU’s Learning Centres – guidebooks, online resources and videos to support online study skills and strategies in addition tips for navigating online platforms like Moodle have been developed.	
-----	--	---	--	--



1.7	We will provide experiential learning opportunities that foster leadership development and service. Students to be provided with valuable opportunities to develop skills for meaningful careers and service through volunteer and work opportunities in the KPU community.		<ul style="list-style-type: none"> • Experiential experiences available to students in every program in Health and Design. • Arts has experiential learning embedded in Criminology, Psychology, Education Assistant practica, grad shows and concerts in Fine Arts, Music, Co-ops and Case-study competitions in Business, apprenticeships in Trades, Science labs, Science Rendezvous, Open House • KPU has soft-launched a new Career Development Centre (CDC) to provide enhanced support for students' career-related activities, including volunteering. • KPU has increased capacity for career development service and programming through the creation of Career Development Coach and expanded employer relations positions. • Volunteer opportunities, job postings and Co-op placement opportunities have all increased. • In Summer 2019, KPU's Career Development Centre submitted a comprehensive application for accreditation approval from Co-operative Education and Work-Integrated Learning (CEWIL) Canada, and we are delighted to have recently received accreditation for KPU Co-op programs. • Accreditation assures employers and students that KPU meets "quality assurance standards that support student success, strengthen student outcomes and encourage flexibility and innovation in higher education." 	
1.8	We commit to reimagining and renewing our University Libraries to become active sites of engagement for the exchange of ideas, open dialog, and discovery.		<ul style="list-style-type: none"> • The KPU Libraries have become an important gathering place for students. • This is particularly important and essential in a non-residence university, especially for international students. • The lounge and pods at Civic Plaza have proven to be very popular for students. This bodes well for future plans around enhancing our other campus libraries with alternative spaces and study areas. • Our university library continues to expand its range of services and assistance that will result in even more enhanced services for students, scholars, teachers, and researchers. 	




GOAL 2: Advance Teaching Practices (Lead Interim AVP Teaching and Learning Dr. Rajiv Jhangiani)				
Strategy		June, 2019	Comments	Impact of Goal Strategies
2.1	Support and enable teaching excellence and the use of research-informed research practices.		<ul style="list-style-type: none"> •Emphasis is to achieve a ‘constructive alignment’ between on-the-ground teaching practices and learning outcomes. •Office of Teaching and Learning is working on strategies to foster blended and online learning. The implementation of CourseLeaf Curriculum (CIM) will permit a 360-degree view of the various modes presently being deployed within our Faculties. This could then serve as a platform for further discussion about how to move forward. •Increased resources have been provided to educators through the Commons: Ed Consultant consultations, PD offerings and Scholarly Inquiry Grants (faculty-led projects which usually include reviewing research on teaching practices). •Developed research-informed training resources (e.g., webinars, Keep Teaching website) and an intensive course on How to Teach Online 	<ul style="list-style-type: none"> •KPU developments in this area have been considerable as evidenced in the large and ongoing number of workshops and consultations underway within the Teaching and Learning Commons. •Given the emphasis of the Academic Plan on teaching excellence and student success this first year of activities indicates activity in this area is highly likely to increase both in numbers and in the depth of the capacity building work being led by the Teaching and Learning Office. •In the wake of the COVID-19 pandemic there has been a dramatic increase in the uptake of the technologies, training, and other supports provided by the Teaching & Learning Commons. •A majority of our faculty are now moving beyond competence with online delivery and towards innovation in this format. •As engagement with the Commons has grown, our horizons for the future of teaching learning at KPU has widened. Additional supports are being provided, local capacity being built, and partnerships are being actively sought and leveraged to further advance teaching practices.
2.2	Integrate structures and resources to support teaching excellence and engaged learning.		<ul style="list-style-type: none"> •The key here is cohesive, coordinated planning across Teaching and Learning, IT, and Facilities. •The aforementioned CourseLeaf is a major step towards this end. •Teaching and Learning may be positioned to serve as a locus for such planning, occupying a potential nodal point between Facilities and IT, and the front-line concerns around teaching support which emanate from the Faculties. •We are only at the most preliminary stages here. •Integrated support portal launched in partnership with IT so that faculty have a single point of support for all information and learning technologies. •Joint monthly meetings with the Learning Centres and Accessibility Services are ensuring that faculty and student support are being coordinated and synergies identified and exploited. •Integrated planning implemented that includes IT, our Privacy Officer, and Legal to ensure that new learning technologies expeditiously undergo privacy, information security, and technical integration reviews prior to adoption. •Collaboration with the Library and IT to provide access to required computing and peripheral devices to faculty. 	
2.3	Equip educators with skills and knowledge and further develop their teaching expertise through ongoing PD activities.		<ul style="list-style-type: none"> •Teaching and Learning is in the process of developing an Educators’ Framework mapping the various PD opportunities available to faculty. •This comprehensive overview should provide a platform for raising awareness about the array of available options and enable faculty to more effectively optimize their PD strategies. •Faculties can help by maintaining a consistent liaison with Teaching and Learning and reinforcing, in light of their own priorities and perspectives, the messaging from that office. •Regular PD workshops (including online workshops) and webinars are now offered for remote instruction, learning technologies, open educational practices, and other areas. Institutional memberships leveraged to provide access to all KPU educators to external training opportunities (e.g., Online Learning Consortium's Innovate conference). •Regular pedagogical consultations are initiated by individual faculty as well as departments and program areas to support the design of effective and innovative learning environments. 	


2.4	Assist educators to create more opportunities for faculty-led, student engagement in active learning and experiential learning.		<ul style="list-style-type: none"> •KPU presently offers a suite of experiential learning opportunities. These can be classified as <ul style="list-style-type: none"> 1(a) ‘Credit-based’ (service learning, co-ops, and internship placements; our Co-operative Education program is especially noteworthy in this regard (https://www.kpu.ca/co-op); 1(b) Extra-curricular (such as student clubs, student government, KDOCs, The Runner, and so forth – sometimes supervised by faculty, sometimes not); and 1(c). Co-curricular (as with peer-support, work study, and orientation programming). For more specifics, see https://www.kpu.ca/experiential. Many programs and courses, of course, also offer active and/or experiential service-learning opportunities on a formal basis. •Career Services, of course, offers many bridges from study to employment (https://www.kpu.ca/careers). •Virtual volunteering opportunities are now being provided (via the Riipen online platform), along with support for experiential learning and practicum projects. •KPU's involvement in the Carnegie Community Engagement report provides a clear framework, deeper expertise, and greater capacity for experiential learning opportunities at KPU. •The Open Pedagogy Fellowship program supports faculty in designing course assignments that involve students engaging with the United Nations sustainable development goals. 	
2.5	Provide a range of learning environments and advance our existing classroom, technology-enhanced and online learning environments.		<ul style="list-style-type: none"> •More effectively integrated planning, as per Strategy 2.2, will be crucial in realizing this strategy. •We do know that KPU has not yet achieved consistency in classroom technology; e.g., not all classrooms are wired, and we would, ideally, be moving toward expanded wireless classroom environments. •For this to be actualized, designated funding through the annual budget is needed •In response to the COVID-19 pandemic and the shift to online teaching and learning, major advances have been made to our learning technologies (including for video conferencing and media creation) and associated training (including guidance and support for synchronous and asynchronous course delivery). •A major new ePortfolio platform, PebblePad, is being launched to provide a flexible and multi-purpose digital learning environment. 	
2.6	Pursue and develop a new approach to adult learning education recognizing the need for alternative delivery modes capable of addressing the challenges and obstacles for this learner group.		<ul style="list-style-type: none"> •Academic and Career Advancement currently offers ‘Adult Upgrading.’ https://www.kpu.ca/aca/acp/adult-basic-education-courses Beyond this, we know that ‘adult learners are often required to balance their education and employment activities. They need learning opportunities at non-traditional times, such as part-time, evening, weekend or late afternoon. They also seek learning opportunities with flexible modes of delivery, such as accelerated, condensed, sequenced/linked courses, online, hybrid/blended and off campus’. This suggests an ongoing need for course-scheduling outside of traditional hours. Science and Horticulture has moved in this direction while also moving more courses and labs online. •Arts has also pursued hybrid and online delivery options in some cases, while developing its ‘KPU Complete’ initiative intended to capture the significant percentage of adults in the South Fraser region who have incomplete university credentials. The centerpiece of this strategy is the the development of a Bachelor in General Studies, a credential intended to appeal to such learners, which is currently at the full proposal stage. Arts hopes to launch the degree for Fall 2020. •Our burgeoning ‘Zed Cred’ initiative represents a significant step toward flexibility and cost-effectiveness in course materials – partially addressing the adult learner cohort’s concern with accessibility and flexibility. •Possible avenues of further development include more robust and flexible use of Prior Learning Assessment tools to acknowledge adult students’ prior learning. This might include identifying specific open education resources, MOOCs, etc., which KPU programs wish to acknowledge as sufficiently rigorous to trigger PLA processes. •In the longer term, we may wish to consider competency-based, rather than course-based, PLA processes. This would, however, have to part of a much wider discussion relating to competency-based approaches to teaching and learning at KPU. •Revision of AC6 (Recognition of Prior Learning) enhances KPU’s ability to recognize and assess prior learning of adult learners. •Received funding from the Ministry of Advanced Education, Skills, and Training to pilot a set of strategies to support lifelong learners and working adults. This includes developing online micro-courses on prior learning achievement and recognition, offering a series of flexible micro-courses through Continuing & Professional Studies to serve upskilling and reskilling needs of working adults, and providing direct support and coaching through a Learning Navigator 	

			Navigator.	
2.7	Actively establish community partnerships in relation to teaching and learning.		<ul style="list-style-type: none">•Teaching and Learning has established some collaborative relationships with Langara in terms of sharing professional development resources; small steps with SFU have also been taken. Exploring partnerships via BC Campus is the next step.•As per the Board Report of March 2019, ACA’s Access Programs for People with Disabilities is ‘facilitating discussions with Surrey, Langley and Richmond School Districts around the need to develop a partnership program for secondary students transitioning to KPU. (Similar programs currently exist between school districts and Vancouver Community College and Douglas College).• Discussions have already started with the Richmond School District. Additionally, the Vancouver School Board is inviting all Lower Mainland ASE providers to the table to discuss mini courses where students would receive certificates.’• Led by David Burns and Nancy Norman, Arts has nurtured partnerships with K-12 educators in the South Fraser region. This includes working with North Delta Secondary on their capstone project development, running ProD days for teachers (about six or seven in BC over 2019-20), and collaborating with Surrey Schools on pathway development. Dr. Burns has also addressed the OECD working group on invitation of the Ministry of Education.• The Faculty of Academic & Career Advancement has several community partnerships that include the Phoenix Kwantlen Learning Centre (an adult learning centre at the Phoenix Centre and a key service for participants rebuilding their lives), Community Adult Literacy Programs offered across the South Fraser region, the SCOPE Kwantlen Learning Centre offered at Pacific Community Resources Society, and Third Age Learning at Kwantlen (TALK).•Greater communication and coordination with the BC Teaching & Learning Council and with BCcampus have increased opportunities for collaboration with these groups.•New initiaitves have been undertaken by the Faculty of ACA to offer training to the Meti nation, Squamish Nation, and to assit KPU International.	


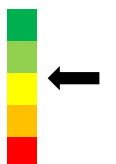
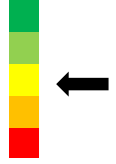
2.8	Leverage and build on internal expertise.		<ul style="list-style-type: none">• Teaching and Learning currently supports four Educational Consultants (for Course Design and Assessment, Intercultural Teaching Competency, Universal Design for Learning, and Teaching with Technology), as well as three Teaching Fellows (two for K-12 Transformations, and one for Experiential Education and Community Engagement) – all held by KPU faculty. We are, therefore, well-positioned to meet this strategic objective.• An obvious direction for future growth would be a further Teaching Fellow or Consultant to support curricular indigenization.• Beyond the array of workshops and symposiums already offered by Teaching and Learning, we should strive to nurture a more general culture of dynamic peer learning among our faculty. Leadership within Faculties should be attentive to opportunities for this, e.g., considering semi-regular teaching circles, intra-Faculty workshops on thorny issues, encouraging innovative faculty members to share their insights with the wider Faculty, etc.• Expanded Educational Consultant program allows seven faculty with expertise in specific teaching and learning priority areas (universal design for learning, intercultural teaching practices, educational media, and course design) to serve as faculty developers and consultants for the Teaching & Learning Commons while building capacity across different program areas.• Continuing Teaching Fellows program allows faculty with expertise in specific institutional priority areas (experiential learning, interculturalization/internationalization, open education) to deepen their expertise while providing training, consultations, and other opportunities to KPU faculty.• Support and community building for faculty who have previously completed training with the Teaching & Learning Commons (e.g., alumni events for Intercultural Teaching Practices workshop, resource site for Level Up course alumni).• The Learning Technologies team have significantly deepened and leveraged their expertise to support remote delivery of courses during the COVID-19 pandemic, including through new technical integrations, new platforms, data analysis, and strategic problem solving.• The Teaching & Learning Commons team will be participating in Digital Pedagogy Lab this summer to deepen their expertise at the intersection of technology and pedagogy.	
-----	---	---	---	--





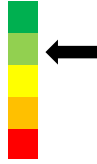
GOAL 3: Accelerate Research at KPU (Lead- Dr. Deepak Gupta, Associate Vice President Research and Graduate Studies)				
Strategy		June, 2019	Comments	Impact of Goal Strategies
3.1	Restructure the new Office of Research and Research Services to nurture research capacity, provide optimized research services, enhance accountability support and communicate successes.		<ul style="list-style-type: none">• The former Office of Research and Scholarship is transforming into the decentralized Office of Research Services (ORS) with presence at Langley, Surrey, and Richmond campuses• Search underway for two ORS positions to provide events, communications, and compliance expertise• An overhaul of research policy frameworks is in progress, with task forces being established for an updated research ethics policy, and a new policy on animal care. This transformation is essential to ensure long-term growth and enable a more active research agenda at KPU <u>June 2020 Updates</u> <ul style="list-style-type: none">• During 2019-20, members of the KPU community undertook 52 external research funding applications through the Office of Research Services. We had 33 funded. We are awaiting results for nine applications. Eight applications were not funded. One application was withdrawn, and one was archived. The total cash value of approved projects was \$2.8M. Streamlined review at ORS in coordination with Financial Services has strengthened the internal vetting processes.• Following endorsement from the Senate, the annual operating budget for the Research division has been increased effective 2020-21 financial year.• The task forces established for the updated research ethics policy and new policy on animal care. have met several times and the policies and procedures are being drafted.• Through funding from Research Impact Canada, multiple stories were written and videos produced to better communicate research success and impact.	<ul style="list-style-type: none">•Research activity of all types has increased substantially at KPU. The renewed emphasis on research emphasized in Vision 2023 and the Academic Plan has catalyzed more activity and has clearly communicated the university's intention to support and encourage research and all forms of scholarship. The impact of the appointment of an AVP Research combined with the collaborative development on the proposed IP Policy, and the restructuring of the Office of Research and Research Services has had a strong and positive impact on sholars at KPU. This positive impact will be reflected in the 2019-2020 academic year consolidation of the research institutes, the designated research labs, three off-campus farms and diverse applied collaborative and discovery research projects. KPU will continue to increase its value to the local and national industry, governments, NGO and other research-intensive communities. <u>June 2020 Update</u> <ul style="list-style-type: none">•The biggest transformation has been the professionalization of how research is managed and perceived at KPU. Using a back-to-basics approach, we are establishing a solid foundation that will be a prerequisite to accelerating research at KPU. Notwithstanding the pandemic, this foundation is an important investment and will set us up for success in future years.
3.2	Develop and implement KPU Intellectual Property and Commercialization policies.		<ul style="list-style-type: none">• The new IP Policy and Procedure is scheduled to come to the Board for approval by June 2019.• A series of legal templates and forms are being developed. Two legal templates are ready, and a third one is being finalized.•The IP policy and procedure is harmonized with laws, agreements, and other policies.• It is seen as contemporary, progressive, and flexible to foster varied endeavours across KPU <u>June 2020 Updates</u> <ul style="list-style-type: none">• The new IP Policy and Procedure were approved by the Board at the June 2019 meeting.• Several forms, checklists, legal templates, and guides have been developed and included on a new ORS SharePoint site.• The addition of a Senior Manager for Research and Innovation Partnerships to ORS has helped add capacity in helping researchers navigate complexities of collaborative research and development and IP matters as we transform ORS.	

3.3	Deepen our relationship with external industries, government and community organizations to ignite an active research agenda. Provide powerful learning experiences for our students while seeking practical solutions for physical, social and discovery challenges.		<ul style="list-style-type: none"> •The Katalyst funding program was updated to encourage applicants to set aside 33% of funding for student experiential learning •An open, transparent, and equitable competition resulted in two internal candidates identified as Tier 2 nominees for the Canada Research Chairs Program. •KPU is now eligible for Mitacs funding. •These developments will continue to remain central to the Academic Plan throughout the duration of its implementation. •Research enhances education through rigorous scholarship, industry and other external inputs. •The development of an actionable Research Strategy will further deliver on this strategy. <p><u>June 2020 Updates</u></p> <ul style="list-style-type: none"> • KPU was successful in securing its second Canada Research Chair, eight years after the first one. • KPU researchers have received successful Mitacs grants. We are also now eligible for funding from the Shastri Indo-Canadian Institute. • New internal funding programs have been designed to support researchers who have secured external grants and student-led research and innovation. • An internal task force has been working on an actionable Research Strategy and a Strategic Research Plan Summary is now complete. The task force will incorporate learnings from the pandemic to share a version with the KPU community in the Fall. 	
3.4	Reinforce the role and function of our research institutes by supporting and enhancing their external networks and partnerships and by providing a clear line of accountability and support services.		<ul style="list-style-type: none"> • Starting April 2019, the two Institute Directors report to the AVP Research to provide a clear line of accountability and support services • Processes are being streamlined with Financial Services to allow for proper and efficient vetting of research proposals and agreements <p><u>June 2020 update:</u></p> <ul style="list-style-type: none"> • In 2020-21, the Institute Directors are leading development of strategic plans to strengthen long-term sustainability. • A restructuring of the Institute for Sustainable Food Systems is underway to improve accountability. • A formal policy governing research centres and institutes at KPU is being planned to strengthen institutional governance around these entities. • An in-depth review of Farm School operations has been initiated to strengthen their performance and realize their full potential. 	
3.5	Ensure and encourage an enriched, direct connection between our research activities and our teaching and learning mission.		<ul style="list-style-type: none"> •Vice Provost, Teaching and Learning and the AVP Research teams collaborated on a successful Teaching, Learning, Scholarship, and Research (TLSR) Summit in April 2019 • An augmented 2019 TLSR survey has received more than 200 responses • A Cross-Faculty Working Group is currently producing a white paper that identifies scholarly engagement as essential to educational excellence and explores the sundry and multiple ways that exposing undergraduate students to opportunities to gain research experience can enhance teaching and research be better integrated into the classroom. <p><u>June 2020 Update</u></p> <ul style="list-style-type: none"> • Newly augmented surveys of both students and educators have provided rich insights into supports needed for research and innovation as part of the teaching and learning work at KPU. • KPU will be launching an Open Education Research Institute with approved BCCampus funding. • The Teaching and Learning Commons and the Research Division are collaborating to strengthen capacity and best practices for experiential learning, by acquiring quantitative and qualitative research software, templates for experiential learning agreements, and platforms such as Riipen. 	


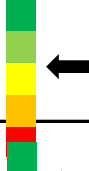
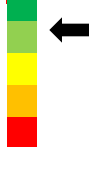
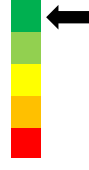

3.6	Engage the KPU Library and Teaching and Learning Commons to assist researchers and the Office of Research and Research Services to enhance research capabilities and access up-to-date methodologies and resources. Reinforce KORA’s role in providing immediate global reach for KPU research through KORA and other avenues to open academic publishing.		<ul style="list-style-type: none">• In collaboration with the AVP Research, the Library is developing an online Subject Guide to identify learning resources related to IP• A series of activities are being developed by the AVP Research, Associate Vice President, Open Education, and the University Librarian, and their teams to strengthen supports for open access <p><u>June 2020 Update</u></p> <ul style="list-style-type: none">• A Subject Guide on IP was developed by the Library in collaboration with the Associate Vice President, Research.• The Library has also developed a Subject Guide on Research Data Management, and acquired a digital copy of A-Z Guide to Research Contracts.• KPU has signed an agreement to acquire ORCID to track scholarly outputs of KPU researchers.• Tracking this activity will help enhance KORA’s collections.• KPU has also become a member of NDRIO (National Digital Research Infrastructure Organization) which will provide access to further supports on research data management.	
-----	--	---	---	--



GOAL 4: Build a next generation KPU International (Lead AVP International, Carole St. Laurent)

Strategy		June, 2019	Comments	Impact of Goal Strategies
4.1	Support international students through a range of academic transition programs that enable students to participate fully in the KPU community of learners.		<ul style="list-style-type: none"> • Pathways are important to international students. Students who have not yet achieved the level of English required to be successful in their studies can enroll in the Pathway program • The Pathways option was recently re-opened to international students. • Pathways provides an important bridge for international students to meet the English language requirement and to provide them with a smooth transition into an undergraduate program. • Challenges nonetheless exist for some students to succeed in the current system. The KPU community needs to collaborate on redesigning the pathway program to meet both domestic student and international student needs. • A study on the Pathway program was completed, including recommendations for improvement. 	<ul style="list-style-type: none"> • As KPU's international revenue has become a substantial portion of the overall revenues for the university, greater emphasis on serving those international students and ensuring their success has become critical. Over the past year and in an attempt to stem to overwhelming flow of international admissions to KPU, the university suspended international student admissions until such a time as an Institutional Sustainability committee was able to accurately predict our institutional capacity and develop preferred FTE targets in selected Faculties and program areas. KPU is now ready to embark on a new integrated approach to enrolment management that will attenuate many of the problems associated with past admissions and recruitment practices. At the same time KPU has intensified its efforts to promote and recruit a large diversity of international students that will begin to manifest itself in the proposed intake targets of May 2020. • SEPC has developed international student enrollment targets and quotas for each intake. KPU International continues to meet these targets without exceeding the allocated quotas. • Two new courses were developed for international students to develop a better understanding of business writing in Canada: BUSI 1101 and CMNS 1101. These two courses are now available for international students as elective courses.
4.2	Foster a culturally and globally aware curriculum, being prepared to meet the needs of an international workplace, whether in Canada or internationally.		<ul style="list-style-type: none"> • KPU has taken important steps in fostering a culturally and globally aware curriculum through the Teaching and Learning Commons by offering three-day Intercultural Teaching Workshops, available to all faculty and teaching staff. • The goal for KPU is for all instructors to participate in the three-day workshop and apply strategies in their course development and preparation to truly prepare students for an international work environment. • KPU International will be working with the new AVP Academic to develop additional strategies to internationalize the curriculum. • A new scholarship program was implemented in 2020 to support student and faculty mobility opportunities. 	<ul style="list-style-type: none"> • Since Fall 2018 to Fall 2019, KPU has sent a total of 47 students to 14 different countries on exchange terms. • From summer 2018 and summer 2019, 12 students studied in 3 different countries in summer school programs. • From Summer 2018 to summer 2019, 69 students participated in field schools across 8 different countries.
4.3	Recognize that international students are an asset to KPU and regional communities, enhancing the classroom experience through a rich exchange of experiences and ideas.		<ul style="list-style-type: none"> • International students bring a global perspective to the classroom, and through experiential learning and the students' active participation, this perspective is shared through activities such as group projects and similar classroom activities. In addition, international students share their perspective with KPU's external communities through their work-study programs, practica, and COOP work experiences, thus contributing to KPU's outreach to regional communities. • One challenge that KPU faces has been faculty challenges with the proficiency levels and university preparedness of the students KPU received in 2017/2018. This lack of proficiency is being partially addressed by comparing high school completion equivalencies and working with agents to assess student preparedness. • Since 2018, agents have been pre-screening students to assess their academic preparedness. It is recognized that not all high school completions are equivalent. Agents were provided with equivalency charts of high school grades in their respective areas and adhere to these recommendations. • In Summer 2020, KPU International implemented a new caseload advising model where all new international students are matched with an advisor and receive one-on-one support throughout the first semester. • In Summer 2020, a new peer mentor pilot project was implemented where new international students are matched with a peer mentor for the first semester of studies. 	

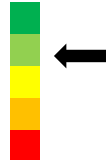

4.4	Build new and strategic academic pathways and program offerings.		<ul style="list-style-type: none"> •KPU is exploring opportunities to provide a pathway to post-bachelor's programs and new strategic pathways such as the Graduate Diploma Program. •The Student Enrolment Planning Committee (SEPC) has undertaken this project. A taskforce has been put together to review the current Pathway model and to explore expanding the Pathway to include Post-Bac programs. •KPU is also exploring the expansion of its language school partnerships in order to provide options for students and to increase diversity in the international student population. •KPU International has completed the research on potential language school partners. The proposal is currently being developed. 	
4.5	Develop and implement a streamlined application process.		<ul style="list-style-type: none"> •KPU has a challenging admissions practice where KPU must receive original transcripts from the issuing institution exclusively. Some countries issue only one transcript in a lifetime, with no exceptions, and with no further transcripts being reissued. This creates inefficiencies for KPU in that the application process is slowed and emerging markets are eliminated from consideration. Further solutions will be examined as part the development of a comprehensive enrolment strategy for the university. •BPAS is working with International on identifying issues with and streamlining the application process. •A number of inefficiencies in admissions practices were identified which lead to lengthy process in issuing Letters of Acceptance (LOAs) to prospective students. In order to retain strong applicants, a taskforce under SEPC will be reviewing identified inefficient admission practices and implement solutions. 	<ul style="list-style-type: none"> •In 2020, KPU implemented a new admission practice where students receive a conditional letter of acceptance based on a scanned copy of their official transcript. The condition is lifted once official transcripts are received. •This new practice has significantly increased the number of applicants from target markets, such as Vietnam and the Philippines.
4.6	Nurture an increased diversity in KPU's international student body.		<ul style="list-style-type: none"> •KPU is already doing this in two ways: through direct recruitment in emerging markets and partnerships with institutions abroad. •As mentioned previously, KPU is exploring working with language schools in the Metro Vancouver region. •A challenge for KPU is the need to further explore accepting electronic transcripts to help with increasing student diversity. •KPU International has developed a diversification strategy and has begun implementation. 	<ul style="list-style-type: none"> •KPU International implemented quotas and targets for markets in order to diversify its student body.
4.7	Develop an enhanced international advising model to optimize the effectiveness and efficiency of advisory services for international students.		<ul style="list-style-type: none"> •KPU International has hired a coordinator for international student advisors and is coordinating efforts (shared training, etc.) with Central Advising. •KPU International staff are being certified in order to provide student-related immigration services. 	<ul style="list-style-type: none"> •KPU International has successfully implemented a caseload advising model. •Five advisors have completed the immigration certification courses and one has written the exam and has received certification to date. KPU International is on target to meet its goal of having all international advisors certificated by 2023.
4.8	Establish an international student emergency fund.		<ul style="list-style-type: none"> •KPU has already established an international student emergency fund internally to support international students who experience unexpected financial hardships. •KPU will need to develop an application process to enable implementation. •KPU has also negotiated a scholarship with Guard.Me International Insurance, providing principal insurance coverage for international students, prior to their coverage under the Provincial system. 	<ul style="list-style-type: none"> •International students now have access to emergency funding, provided through a gift from Guard.Me insurance, as well as through KPU.




GOAL 5: Increase indigenous participation at KPU (Lead- Dr. Steve Cardwell, Vice President Students)

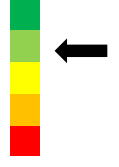
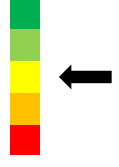
	Strategy	June, 2019	Comments	Impact of Goal Strategies
5.1	Engage a manager of indigenous services		<ul style="list-style-type: none"> •A search for a new manager of Indigenous Student Services is underway. The incumbent left KPU for a position at Fraser Health. •A new manager of Indigenous Student Services has been hired. •More progress in this area of leadership for innovation and partnerships is being considered. 	<ul style="list-style-type: none"> •Indigenous activities and administration/faculty/staff engagement is at an all-time high at KPU. •The Indigenous Awareness modules, the large number of curricular projects and courses advancing the TRC Calls to Action and articles in UNDRIP are a clear indication that KPU is progressing well on this goal. •The hiring of a new manager of Indigenous Student Services, the Open Doors, Open Minds forum, the regular input from our Indigenous Advisory coupled with the many events that KPU has sponsored or been part of speak strongly to the progress on this Academic Plan goal.
5.2	Expand exposure of territory acknowledgment		<ul style="list-style-type: none"> •Signage work underway through Facilities and the Office of the President. Creation and location of Indigenous artwork is also underway under the Office of the President/FoA/Facilities. 	<ul style="list-style-type: none"> •Increases the awareness and presence of KPU as a university located on unceded and traditional territories of Indigenous Peoples.
5.3	Provide cultural training to staff, faculty, administration, students and alumni.		<ul style="list-style-type: none"> •Well underway. Three Moodle online modules have been available since the summer. To date more than 500 staff, Administrators and faculty have taken the short training courses. •Teaching Fellow working with faculty to facilitate indigenous awareness orientation and methods. •Working on possible expansion of the modules to include more reference to UNDRIP. •Work is underway to create micro-credentials to recognize and value the accomplishment of participants here. •The Library's establishment of an Indigenous Liaison Librarian and the creation of the Library Guide to Indigenous Studies. •Participation in the Kairos Blanket exercise by Student Services employees, New Student Orientation Leaders and other KPU departments. •Initiated Irving K. Barber Fund - Naut'sa Mawt: One Heart, One Mind will be a multi-year educational and community building initiative, involving sustained Indigenous student leadership and participation, Elder guidance and mentorship, interdisciplinary, interactive and on the land learning opportunities for "marginalized" and "non-traditional" learners, strongly in need of inspiration and opportunity, professional development of staff, faculty and administration that furthers transformative capacity building for access and inclusion of diverse learners, and strong community outreach and engagement beyond KPU. 	
5.4	Maintain an active Indigenous Advisory Committee.		<ul style="list-style-type: none"> •The second gathering of the Indigenous Advisory Committee took place at the end of May. This was well- attended by local Indigenous communities, school district representatives, KPU faculty/staff and students. •A student-initiated KPU Indigenous Student Council has been formed. •Using a provincial grant, a consultant has been hired to help lead an action-planning initiative in support of the work of the Advisory Committee and the University. •The Indigenous Advisory Committee has now met 4 times since it was reestablished a year ago. 	
5.5	Encourage the development of indigenous language courses.		<ul style="list-style-type: none"> •Course in Cree language in development. Others at the conceptual stage. •Exploring the development of the Halq'emeylem course. •The new Credential Framework policy that is being developed contains a proposal to create an Indigenous Content Requirement (ICR) for all students enrolled in undergraduate studies. 	

5.6	Strengthen the organizational structure to support current KPU indigenous students and creating indigenous learning communities.		<ul style="list-style-type: none">•Working with other institutions on the Indigenous Intern Leadership Program (IILP) coordinated by VIU. This program matches Indigenous graduates with internships at prominent BC businesses.•KPU held the third and very successful <i>Open Doors, Open Minds</i> event to welcome and encourage Indigenous high school students to attend KPU.•A new partnership with the Verna J Kirkness Foundation will support about 12 Indigenous high school students to spend a week working on projects with the Faculty of Science and Horticulture. KPU Teach-InHosted several film screenings of <i>Invasion</i>, a film about the Unist’ot’en Camp, Gidimt’en checkpoint and the larger Wet’suwet’en Nation continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples.•Indigenous Student Orientation 2020•An inaugural Indigenous Student Orientation is being designed for newly admitted Indigenous students to help ease the transition to post-secondary studies and build a community of support on campus whereby students feel a sense of belonging and connection to broader university community. Both an online orientation and live orientation, for students, friends, family, and Elders, will be ran by Indigenous Services for Students in August.•Virtual Indigenous peer-to-peer support program•Indigenous Services for Students is expanding opportunities for Indigenous students to connect with students who are not able to visit the Gathering Place on a regular basis. Peer support and mentorship from an Indigenous perspective will focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures.•Indigenous Book Club•Books written by Indigenous authors will be selected from a range of topics including reconciliation, Indigenous pedagogy, storytelling, Elders teachings, autobiographies, and works of poetry and followed by a facilitated informal conversation. This new initiative by Indigenous Services for Students is intended to foster a space for new learning, respectful sharing and inquiry, and collaboration by bringing together students, faculty, staff and Elders.	
5.7	Enhance relationships with local First Nations and indigenous peoples and organizations.		<ul style="list-style-type: none">•Initiated a series of visits/meetings to local Indigenous communities to further build relationships (eg Kwantlen, Katzie, Semiahmoo Nations so far).•Through ongoing meetings with KPU’s Indigenous Advisory Committee (IAC) and KPU’s Indigenous Student Council, and in parallel with continuous outreach to our neighbouring Indigenous communities, KPU has engaged with the following Indigenous groups over the past year:<ul style="list-style-type: none">• Kwantlen First Nation• Semiahmoo First Nation• Katzie First Nation• Tsawwassen First Nation• Metis Nation of BC• Fraser Region Aboriginal Friendship Centre Association (FRAFCA)•Hired KPU’s first Indigenous Community Coordinator to enhance relationships with local indigenous communities and increase indigenous student participation at KPU. This position will also create and solidify relationships with our local First Nations, Metis, and urban Indigenous communities.	






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


	Strategy	June, 2019	Comments	Impact of Goal Strategies
6.1	Support the adoption of open educational resources across all Faculties & Schools through education, training & support, system & role integration, and recognition		<ul style="list-style-type: none"> • Open educational resources (OER) are now being adopted by faculty within each Faculty/School • Internal and external communications are managed through A dedicated website (kpu.ca/open), an Open Education listserv, and a social media presence (@KPUopen) • OER adoption support from the library now extends through liaison librarians to different program areas • Events to raise awareness of OER held during Open Access Week (October) and Open Education Week (March) • Hands-on training for OER is now provided each semester at our Surrey, Richmond, and Langley campuses • Open textbook adoption has been integrated into the online textbook ordering system • A search for available OER has been integrated into the course outline development/revision approval process (approved by the Senate Standing Committee on Curriculum and Senate) • The pilot print on demand service for open textbooks has now expanded to all departments. • Workshops outlining value of Pressbooks as an open textbook tool have been established. • Information on the use of OJS to support faculty, student and classroom assignment journals is established. Workshops by librarians on the use of such tools continue to grow in popularity. • Discoverability of OER has been enhanced by working in partnership with liaison librarians for the different program areas. • Online training for discovering OER is now regularly offered to faculty, in addition to OER virtual drop-in sessions. • An OER Adoption grant program was launched, in partnership with the Kwantlen Student Association, that provides \$500 towards professional development for faculty who adopt open textbooks or other OER. • In the wake of the COVID-19 pandemic the adoption of open textbooks has increased, due to their benefits for free digital distribution and mitigation of supply chain delays with commercial textbooks. 	<ul style="list-style-type: none"> • Significant cost savings to students enhances KPU's reputation for providing an inclusive and affordable post-secondary education. Improved course performance as a result of ensuring free access to course materials supports student success. Bolsters KPU's reputation for innovation and leadership in open education. Leverages an international network of progressive institutions to provide access to post-secondary study and credentials for students with economic, geographic, & other barriers; builds local capacity and expertise in open online course development; strengthens KPU's reputation for leadership in open education. • Increased demand for courses, increased student persistence, improved student performance. Pedagogical innovation through involving students in public scholarship and other forms of open pedagogy. Opportunities for KPU scholars to publish open textbooks and other OER. Enhanced support for working adults and lifelong learners at KPU. Greater institutional supports for open educational practices, including platforms, policies, and pedagogies.
6.2	Support the development, growth, and effective marketing of additional Zed Cred programs.		<ul style="list-style-type: none"> • Third Zed Cred program launched in March 2019 (Associate of Arts in General Studies) • Fourth Zed Cred program planned for launched in June 2019 (Diploma in General Studies). • Rebranding of Zed Cred to Zero Textbook Cost programs planned for Fall 2019 • Fifth, sixth, and seventh ZTC programs launched over the 2019-2020 academic year, including the Associate of Arts Degree in Sociology, the Certificate in Foundations in Design, and the Bachelor of Arts Degree in General Studies. The BA in GS is the first 4-year ZTC program in North America and saves students over \$5000 on average across four years of study. • KPU now offers over 750 unique ZTC courses, taught by over 350 instructors. The ZTC initiative has saved over 34,000 students more than \$3.8 million between January 2018 and April 2020. • The ZTC initiative has been integrated into outreach efforts by the Future Students Office, guidance provided by Advising, and student orientations. • A professional marketing video for the ZTC initiative was produced and is promoted online, including through social media. • The impact of the ZTC initiative is quantifiable through the seats analysis and grade distribution dashboards. On average, ZTC courses have greater demand, lower withdrawal rates, lower DFW rates, and higher mean GPA. 	

6.3	Develop a publishing infrastructure and systems to support the creation and adaptation of open educational resources.		<ul style="list-style-type: none"> • KPU's Open Publishing Suite (OPUS) formally launched in March 2019 and provides campus-wide support for the creation and adaptation of OER practices • OER publishing workflow and training materials currently being refined • KPU's new open textbook catalogue being branded prior to its public launch • Processes to support PressBook conversion are being established. • Information on the use of OJS to support faculty, student and classroom assignment journals is established. • Positions have been identified and costing/capacity to support development of OERs and open access journals is underway. • OER Creation and OER Adaptation grant programs were developed to support faculty authors of open textbooks and to enable them to hire student assistants and compensate external collaborators. • OPUS has been further professionalized, with the addition of a pre-publication peer review program for our open textbooks, the hiring of a part-time student from KPU's Graphic Design in Marketing program to provide graphic design and layout support for open textbooks in development. • KPU's public open textbook catalogue has been launched, with over 20 titles already published in disciplines that include Math, English Literature, Psychology, Horticulture, and Business Communications. 	
6.4	Articulate OERu courses and offer an exit credential to the OERu network.		<ul style="list-style-type: none"> • Necessary steps to articulate OERu courses have been identified in collaboration with the Registrar. • OERu courses being evaluated by KPU faculty for transfer credit • Suitable exit credential for the OERu network identified • Exploring opportunities to leverage the OERu network to support innovation pilot projects at KPU, including for open boundary courses and micro-credentialing. • The Learning Centre is considering adapting modules from the OERu's Learning in a Digital Age course to enhance student support at KPU. 	
6.5	Establish targeted Open Education initiatives to attract working adults seeking to pursue post-secondary study and provide program completion encouragement and alternatives for adult learners.		<ul style="list-style-type: none"> • Proposed Bachelor of General Studies (BGS) identified as a Zed Cred candidate. • Currently exploring (together with Faculty of Arts leadership) ways in which open educational practices could support mature learners' career and learning within the BGS framework. • A successful proposal to the Ministry of Advanced Education, Skills, and Training will pilot several strategies to support working adults and lifelong learners over the next two years. These include online and openly-licensed micro-courses on prior learning assessment & recognition (PLAR) and ePortfolio development that will be offered to working adults, along with the development of openly-licensed training materials for faculty assessors of PLAR applications. The funding will also add a full-time Learning Navigator to help coach and support working adults as they seek to resume their studies at KPU. 	
6.6	Provide training and support for faculty to embrace open pedagogies.		<ul style="list-style-type: none"> • Open pedagogy workshops now offered in partnership with the Teaching & Learning Commons. • An inter-institutional Open pedagogy fellowship focused on the UN Sustainable Development Goals launched in Summer 2019, in partnership with Montgomery College (Maryland, USA). • The Open Pedagogy Fellowship program has been expanded in 2020 to include the Maricopa Community College System (Arizona, USA) in addition to Montgomery College. The number of faculty participating has tripled over the past year. • A virtual open pedagogy learning community was facilitated over the Fall 2019 and Spring 2020 semesters, in collaboration with Keene State College (New Hampshire, USA). • An expanded set of open pedagogy workshops has now been integrated into the workshops offered by the Teaching & Learning Commons. 	



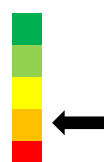



6.7	Develop an institutional open education policy.		<ul style="list-style-type: none"> • Encouragement for creating open educational resources embedded within the institutional IP policy that is being considered by the Board of Governors. • Discussions underway with University Librarian and AVP, Research on an institutional policy for OER. • Policy RS5 (Intellectual Property) was approved and includes support and guidance for adopting open educational resources, embracing open science practices, and publishing in open access outlets. 	
6.8	Embed and enhance e-portfolios that reflect open education strategies and acknowledge the added value of global open education practices.		<ul style="list-style-type: none"> • Advising pilot testing of Wordpress multi-site program, with pilot users from different Faculties identified and invited (sponsored by Office of Teaching & Learning). • Working with AVP Academic and the Micro-credentialing Working Group to develop a micro-credentialing/digital badging strategy that will integrate with e-portfolios to show evidence of attainment of specific skills and competencies. • Discussions continued with various stakeholders that will inform an institutional strategy for micro-credentialing/digital badging. In the mean time, a few additional groups have adopted digital badging, including the Peer Tutor Training program in the Learning Centres. • Support for the Wordpress platform has moved out of the pilot phase and is now open to all KPU faculty. Several program areas have already embraced this option and are integrating it within their curriculum. • An easy-to-use and multi-purpose ePortfolio platform (PebblePad) has been approved and will be integrated during Summer 2020. A few program areas will pilot its use during the Fall 2020 semester prior to wider rollout in Spring 2021. 	


GOAL 7: To enhance the employability of Trades and Technology apprentices and foundation program graduates. (Lead Dean Trades and Technology, Brian Moukperian, Associate Dean Laura McDonald)

	Strategy	June, 2019	Comments	Impact of Goal Strategies
7.1	To enable learners to ladder from apprenticeship trades training to undergraduate programs		<ul style="list-style-type: none"> •No progress yet. •Upcoming developments: •Exploring Mechatronics partnership possibilities with SFU to see how KPU's Mechatronics and Advanced Manufacturing Technology graduates may articulate into the SFU undergraduate program. •Developing a proposed Bachelor of Technology in Innovation and Project Management. 	<ul style="list-style-type: none"> •Action on this goal of the Academic Plan has been mostly delayed while a number of operational and enrolment matters have taken priority. The Faculty seems to be generally in favour of experimenting with new delivery models and in exploring some of the teaching technology developments brought to their attention by the Teaching and Learning Commons. In terms of direct impact, it is clear that the value of Program Advisory Committees and the new leadership at the ITA will have a strong and positive effect on the growth of this Faculty.
7.2	Enhancing the renewal of pedagogical techniques to address a wider base of competencies.		<ul style="list-style-type: none"> •The Teaching and Learning team has engaged more faculty in using Moodle. Adopted a "Train the Trainer" model and are taking advantage of KPU's "Moodle Champion" approach by calling upon frequent users to share their knowledge with colleagues. Document projectors were installed in some classes as overhead projectors were removed from classrooms. •Instructors are experimenting with a wide range of pedagogical techniques including the following: 100% online, 70% online and 30% labs, front-loaded theory followed by labs, and project-based lab reports. 	<ul style="list-style-type: none"> •We are waiting for programs to conclude to determine the impact. Also, we are waiting for Level 4 apprentices to write their Industry Training Authority interprovincial exams in order to compare KPU results with the ITA exam results.
7.3	Encouraging a leap forward in providing hybrid, online, and micro-credential delivery.		<ul style="list-style-type: none"> •ITA is recognizing hybrid programs. There are a few colleges and institutes which are offering programs in a blended fashion. •KPU will reach out to partner colleges and institutes to understand the effectiveness of this delivery model in the Trades areas. •We have many online programs. 	<ul style="list-style-type: none"> •In 2019, we had zero number of students online. •Based on the 176 Electricians and 16 Level 4 Carpenter apprentices who are online (as of June 2020), the impact is significant.
7.4	Harnessing KPU's digital transformation and technological data literacy to support and enrich the student experience.		<ul style="list-style-type: none"> •Considerable progress has been made as we pivoted to online delivery. 	<ul style="list-style-type: none"> •The impact on our learners should be considerable. Afterall, we placed 400 students progress on "pause" on March 20, 2020, and then re-started the first class of eight students online on April 14.
7.5	Promote a direct connection to industry through Professional Advisory Committees and professional/trades associations.		<ul style="list-style-type: none"> •The following four Program Advisory Committees (PAC) have met within the past 12 months: Appliance Service Technician, Automotive Service, Farrier and Welding. •In addition, the Automotive Retailers Association held a networking event at KPU Tech on May 23, 2019. •By 2020, the Dean is confident that all programs will have active Program Advisory Committees. •In 2019/2020, the Farrier PAC was the only active Committee. •Members worked diligently with Gerard Laverty, Farrier Instructor, to develop a new Certificate in Farrier Science program. 	<ul style="list-style-type: none"> •On April 1, 2020, the Board of Governors approved the Certificate in Farrier Science program.



7.6	Revitalize our approach to developing research across all trades and technology disciplines.		<ul style="list-style-type: none">•Dean of Trades and Technology to meet with AVP Research to engage in discussions re the possibilities and challenges of research opportunities in trades and technology.•As the Mechatronics and Advanced Manufacturing Technology program graduates complete their studies over the next two years, the program will have achieved a level of maturity and experience to incorporate applied research into, and as a complement to, the curriculum.•No action plan could be reached based on the number of challenges with a prescribed trades curriculum and embryonic stage of Mechatronics and Advanced Manufacturing program.	
-----	--	---	---	--


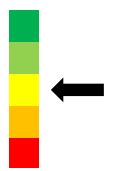
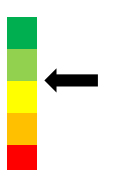
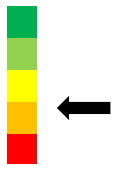
GOAL 8: Prepare KPU for the incoming graduates of the BC K-12 new curriculum (Lead, Vice Chair Senate, Dr. David Burns, Zena Mitchell, Registrar)

	Strategy	June, 2019	Comments	Impact of Goal Strategies
8.1	Future KPU students will express their achievement in new and diverse ways. To continue to lead in this field, KPU will review its approach to university admission.		<ul style="list-style-type: none"> •KPU, through the work of the Kwantlen Education Incubator, has done extensive research and presented their findings at large-audience presentations on the new curriculum and KPU at school districts: Richmond, Surrey, Saanich, Nelson, Abbotsford (this summer), Kelowna and Bulkley Valley. These include speeches to the Greater Vancouver Principals and all BC Superintendents and about 1500-2000 teachers and other educators. •This research has led to the trial of e-portfolio-only admissions to the university in preparation for the K-12 graduates coming to KPU starting in 2020. 	•KPU has already demonstrated its leadership in sectoral preparation for the incoming K-12 curriculum graduates. The outcome of the many internal discussions and presentations on this curriculum have galvanized our instructors to adopt new teaching methodologies and technologies to best serve this incoming cohort of self-directed students.
8.2	KPU's polytechnic and applied focus will be increasingly important as these values become more prominent in K-12 education. The university will support professional development on competency- and portfolio-based teaching and learning.		<ul style="list-style-type: none"> •This work is underway informed by up-to-date teaching methodologies as brought into practice by the Teaching and Learning Commons as well as by the research of KEPI. 	
8.3	KPU will review programs in light of the changing educational climate in order to maintain currency. Opportunities to increase and recognize cross- and extracurricular learning will be a central feature of 21st century education.		<ul style="list-style-type: none"> •This development is only now beginning to surface in the ongoing program reviews undertaken by selected programs at KPU. •Teaching Fellows, Nancy Norman & David Burns, hosted open sessions/discussions for faculty, Faculty specific sessions with faculty & school district representatives, future plans to invite district teachers to KPU for Design Thinking workshops. •As part of ongoing discussions with the Senate Standing Committee on Curriculum, Faculties have been encouraged to consider their high school pre-requisites and remove or update them to ensure alignment with BC's modernized K-12 curriculum. 	
8.4	KPU will embed best practices in e-portfolio training and development to enhance the practice of assessment, facilitate admissions and provide powerful tools for learners to successfully demonstrate their learning to future employers and graduate admissions.		<ul style="list-style-type: none"> •Recent results and examples of the Surrey Portfolio Pathway Partnership are now available at kpu.ca/KEPI •KEPI Director has published an open access paper and an EdCan feature on the subject and has also presented his findings to the OECD working group. 	
8.5	We will dismantle boundaries between faculties, and between academic and vocational programming to enable a more permeable flow between areas. Students educated in a system oriented to problem solving such as the BC K-12 curriculum should not expect walls between trades and undergraduate study.		<ul style="list-style-type: none"> •This initiative has yet to be launched. It will be led by the Faculty of Trades and Technology. •With the recent approval of Policy AC 6 (Recognition of Prior Learning) KPU has now formalized a bridge between vocational and academic programming by way of PLAR (prior learning assessment and recognition). Through a combination of industry-based evaluations and competency based assessments, students may be awarded credit for red seal certifications that can be applied toward undergraduate credentials at KPU. 	
8.6	New digital support systems will be established to help students and faculty collect and curate work and assessment feedback that transcends individual courses.		<ul style="list-style-type: none"> •This initiative has not been launched yet. 	

8.7	KPU will continue to promote the recognition of prior learning, and learning undertaken outside of the formal classroom.		<ul style="list-style-type: none">•Prior learning recognition is an essential component of the emerging Strategic Enrolment planning process about to be launched at KPU. Experiential learning, co-curricular learning and prior learning are fundamental elements of our emerging adult learner strategy.•KPU's recent approval of Policy AC 6 <i>Recognition of Prior Learning</i> (RPL) has expanded the ways in which KPU now recognizes prior learning: through broader approaches to transfer credit and expanded competency based PLAR assessments. These new RPL principles provide recognition that KPU learners bring life and work experiences deserving of formal recognition, eliminate the duplication of learning and in turn reduce financial barriers and expand access.	
-----	--	---	---	--

GOAL 9: To offer Graduate Studies at KPU. (Lead Dr. Deepak Gupta, Associate Vice President Research and Graduate Studies)

	Strategy	June, 2019	Comments	Impact of Goal Strategies
9.1	Establish an administrative unit to manage graduate education at KPU in 2018.		<ul style="list-style-type: none"> •Done. Office of Graduate Studies approved by Senate in Spring 2018 <u>June 2020 Update</u> <ul style="list-style-type: none"> •The Senate Standing Committee on Research enhanced its mandate to become the Senate Standing Committee on Research and Graduate Studies (SSCRGS). This ensures we have a place in our academic governance structure to review graduate programming. The Office of Graduate Studies will be housed within the AVP, Research portfolio starting 2020-21. 	<ul style="list-style-type: none"> •Senate's 2018 approval of a Graduate Studies Department gave strong impetus to the development of Masters degree concept discussions by faculty members of the Faculty of Arts, Science and Horticulture, Health, School of Business and the Wilson School of Design. The Senate-approved Food Sustainable Graduate Certificate in Sustainable Food Systems and Security is now at the course development stage with an on-schedule implementation for Fall 2021. <u>June 2020 Update</u> <ul style="list-style-type: none"> •This year perhaps represents the strong set of moves to advance Goal 9. The leadership of the Provost in engaging a small task force of senior academic administrators has provided a significant momentum. KPU now also has a committee home in the academic governance framework to discuss and recommend various aspects of graduate studies. •KPU's engagement with external associations and conferences, together with the advanced launched of the Graduate Certificate has helped with progress against schedule for this Goal.
9.2	Engage the Faculties and Institutes in the development of unique and differentiated graduate diplomas, graduate certificates and Masters degrees.		<ul style="list-style-type: none"> •Much new programme work in development across several Faculties. •AVPA, AVPR and Associate Deans working together to identify potential new graduate programs that are of a polytechnic nature: Masters degree programs, graduate diplomas and consideration for converting existing post-baccs into post-grad certificates. <u>June 2020 Update</u> <ul style="list-style-type: none"> •An internal task force headed by the Provost has started activity since Fall 2019. •Following Board and Senate approvals as well as budget allocation, the Graduate Certificate in Sustainable Food Systems and Security is now at the course development stage and marketing stages with an on-schedule implementation advanced to Fall 2020, instead of the original Fall 2021. •This Certificate lends itself to a future Master's degree as well. •Several potential program concepts proposed by Faculties and Institutes are being for graduate level, including a master's degree in dietetics. We have also engaged the Provincial in initial discussions. 	

9.3	Launch the new program development governance process for new graduate studies in 2018.		<ul style="list-style-type: none"> •More than 21 policies have been identified for various levels of revision to reflect graduate programs. Some of these are underway. For example, the new Credential Framework policy includes reference to graduate programs. The development of programming, programming standards and credential qualifications for newly offered graduate diplomas is ongoing, and for Master's programs is outstanding. <p><u>June 2020 Update</u></p> <ul style="list-style-type: none"> •KPU has invested into learning best practices from other institutions on program development governance processes. KPU was represented at Canadian Association of Graduate Studies (CAGS) and the Western Canadian Deans of Graduate Studies (WCDGS) conferences. •KPU is also acquiring membership in these organizations. •KPU also recently contracted with Hanover Research to undertake custom consultancy and gain access to their digital libraries. 	
9.4	Activate Faculty workgroups and Senate Standing Committee on Academic Planning and Priorities to develop programming, programming standards and credential qualifications.		<ul style="list-style-type: none"> •Discussions underway with SFU Faculty of Education to collaborate on flexible graduate programs for faculty - leading to higher degrees so that faculty can upgrade their credentials to be able to teach graduate programs (PhDs, EdDs and Masters degrees that can move in to doctoral programs). <p><u>June 2020 Update</u></p> <ul style="list-style-type: none"> •The Faculty Council in the Wilson School of Design recently established their Faculty Committee on Research and Graduate Studies. •The expected hire of the new AVP Academic, the updated mandate of the AVP Research, as well as the engagement of the SSCRGs is expected to foster development of programming, program standards, and credential qualifications. 	
9.5	Launch first Master's program at KPU in 2021.		<ul style="list-style-type: none"> •On track for Fall 2021 introduction of first Graduate Certificate in Sustainable Food Systems and Security. Actual Master's program not able to realistically launch until Fall 2022. <p><u>June 2020 Update</u></p> <ul style="list-style-type: none"> •The introduction of first Graduate Certificate in Sustainable Food Systems and Security has been advanced to Fall 2020. •The pandemic has created unprecedented challenges and uncertainty inside and outside KPU about new programming. At the same time, it has likely created new opportunities as well. •The creation of the Sustainable Enrolment Planning Council has provided an institutional venue to look at programming strategically, and opportunities to create robust master's level degrees. 	
9.6	Establish a Graduate Commons as an extension of the Office of Graduate Studies by 2021. This unit will house a variety of academic service areas that will provide instruction and support around the specific academic needs of graduate students including citation management; in-depth literature reviews; the Learning Centre; thesis writing strategy; and grant writing.		<ul style="list-style-type: none"> •Preliminary efforts underway to review potential physical locations and structures for a Graduate Commons for students. <p><u>Update 2020:</u></p> <ul style="list-style-type: none"> •Preliminary efforts underway to review potential physical locations and structures for a Graduate Commons for students. •An opportunity is being currently explored at the main Surrey Campus in the Library building. •The ongoing development of Master Campus Plans with the notion of Research Parks and Innovation Hubs will further support this endeavor. 	

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Closed Meeting****#7.5****June 24, 2020****Keri van Gerven****Agenda Item:** **New Appointed and Elected Members**

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

Appointments:	Member	Proposed Appointment	Proposed Term Expiry
	Ivy Chen	July 31, 2020	July 31, 2021
	Jack Wong	July 31, 2020	July 31, 2021
	Rhiannon Bennett	July 21, 2020	July 31, 2022
	Bob Davis	September 1, 2020	August 31, 2023
	Rajvir Mangat	September 1, 2020	August 31, 2021
	David Piraquive	September 1, 2020	August 31, 2021

Background: **Ivy Chen**

Ivy Chen is Vice President of Finance and Administration with FG Deli Group and Freybe. Previously Ms. Chen was Director of Finance and Administration with FG Deli Group and Freybe and a Divisional Controller with Direct Plus Food Group. She is a Chartered Professional Accountant of Canada and holds Membership with the Institute of Corporate Directors. Ms. Chen holds a Bachelor of Commerce from Royal Roads University.

Jack Wong

Jack Wong is a Certified Management Accountant (CMA) and was the CEO of the Real Estate Foundation of BC. Previously he was Assistant Managing Director, Finance and Administration with the Vancouver Board of Trade since 2001. Prior to this, he was a Development Project Consultant and was actively involved in the Campus Planning and Development Project of the University of BC (UBC) Campus, the building of The Crystal in Burnaby, and also the Vancouver Convention and Exhibition Centre Expansion (Portside) in the Paintless Dent Removal (PDR) stage in Vancouver. Mr. Wong's volunteer activities include his role as Chair of the Richmond Museum, Committee Block Watch Captain for the Richmond RCMP, President and Trustee of the Dr. Sun Yat-Sen Garden, and a Director of the BC Chapter of the Canadian Society of Association Executives. Mr. Wong is a UBC MBA Program Mentor and works with the Leaders of Tomorrow Mentorship Program with the Vancouver Board of Trade. He is a member of the Richmond Spirit Committee and serves as the lead on the annual Richmond Spirit of BC Week where he is currently the Vice-Chair for the Committee. Mr. Wong holds his Bachelor of Commerce from the University of British Columbia.

Submitted by: Ranminder Kaur, Confidential Assistant to the Board of Governors
Date submitted: June 16, 2020

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****#9****June 24, 2020****Steve Cardwell / Jennifer Jordan****Agenda Item:** **Annual Report to the Board on the Sexual Violence & Misconduct Policy**

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

Recommended Resolution:	
--------------------------------	--

Board Committee Report: For University Secretariat Use Only

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

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

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

Key Messages:
[maximum of three]

1. The major activities undertaken from May 2019 to May 2020 fall into the following three categories: Strengthening process and practice, policy alignment and review, and education and awareness training.
2. After consultations with the Vice President Students, General Counsel, Manager Information Access and Privacy, Manager Media and Communications, Director Student Rights and Responsibilities and Human Resources; a draft document has been prepared called "KPU Guidelines in Relation to Reporting Incidences of Sexualized Violence",

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****#9****June 24, 2020****Steve Cardwell / Jennifer Jordan**

3. In order to sustain this work the President's Advisory Committee on Sexual Violence and Misconduct is recommending the committee remain in place, change their name to KPU's Sexual Violence and Misconduct Advisory Group and establish a new Terms of Reference (TOR).

Resource Requirements:

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

Implications / Risks:

The filing of this report is in compliance with the *Sexual Violence and Misconduct Policy Act*

Consultations:

Required under BC's Sexual Violence and Misconduct Policy Act. This report has been drafted by the Director, Student Rights and Responsibilities in consultation with the President's Advisory Committee on Sexual Violence and Misconduct.

Attachments:

1. The Report
2. KPU Guidelines in Relation to Reporting Incidences of Sexualized Violence

Submitted by:

Dr. Steve Cardwell, Vice President Students
Jennifer Jordan, Director, Student Rights and Responsibilities Office (SRRO)

Date submitted:

June 12, 2020



Report to the Board of Governors

On the Implementation of the Sexual Violence and Misconduct Policy

May 2020

PREAMBLE

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

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

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

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

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

Steve Cardwell, Vice President Students
Jennifer Jordan, Director, Student Rights and Responsibilities (Chair)
Phil Goulet, Chief Safety Officer
Macey Nielissen, Senior Manager Labour Relations

The President's Advisory Committee was established in 2016 to recommend a response framework to Bill 23 to the Polytechnic University Executive (PUE) and the Board of Governors. In the creation of Policy SR14 and its related Procedures, it was stipulated that the Committee would remain active to provide ongoing oversight of the Policy and Procedures for one year following approval – until 2018. In last year's report to the Board it was recommended that this Committee remain active for another year.

The President's Advisory Committee has evolved and in its current form provides for ongoing communication and consultation among the key stakeholders responsible for the administration of this policy. As such, the committee recommends the following:

1. Maintain this committee
2. Change the name to KPU's Sexual Violence and Misconduct Advisory Group
3. Establish a new Terms of Reference (TOR)

Policy SR14 and its related Procedures address how members of the University community will respond to a Disclosure and/or Complaint and/or Report, and where to report an incident of Sexual Violence and Misconduct. The University created a Student Rights and Responsibilities Office (SRRO) within Student Services in May 2018. The SRRO has a broad mandate that includes administering Policy SR14 and providing support to the university community on sexual violence and misconduct. The SRRO works closely with Human Resource Services regarding any reports or incidents that involve employees. Additionally, the SRRO works in collaboration with other units across KPU to provide education and awareness programming, and serves as a conduit to community resources and organizations with expertise in sexual and domestic violence, health, and community support. The Office employs a victim-centered/trauma-informed approach as per the guiding principles of the Policy.

The Student Rights and Responsibilities Office is staffed with a Director and two Student Rights and Responsibilities Liaisons. All are in permanent full-time roles.

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

The major activities undertaken by the SRRO from May 2019 to May 2020 fall into the following three categories:

- 1) Strengthening process and practice
- 2) Policy alignment and review
- 3) Education and awareness training

1. STRENGTHENING PROCESS AND PRACTICE

The Director, as Chair of the President's Advisory Committee, provides information updates and incident debriefs to the Committee in an effort to continually improve business processes. Other stakeholders have been included in debrief meetings as necessary, in response to reports / incidents, in keeping with the commitment to establishing a safe and respectful learning and working environment for members of the university community.

As expected there has been an increase in disclosures from students, often related to historical events, and the SRRO has supported accommodations and facilitated access to support resources for students as per policy. The nature of the disclosures is not indicative of an increase in incidents on campus; rather, more awareness of the policy and that KPU has support resources in place. Therefore, the SRRO views this increase as a positive indication of increased awareness that KPU is a safe and supportive space.

The Director and Student Rights and Responsibilities Liaisons have established connections with the Ministry of Advanced Education, Skills and Training (MAEST), other Post-Secondary institutions through the Student Conduct Administrators Roundtable (SCAR), and with community organizations such as the Ending Violence Association of BC (EVA-BC) and MOSAIC. These connections maintain currency in this field as the SRRO is fully immersed in the ongoing dialogues, current trends and emergent promising practices in support of strengthening our own process and practice. All employees of the SRRO undertake specialized training as available, view webinars, undertake readings, are members of Communities of Practice, and participate in community-based workshops. Since the last report, the SRRO participated in the following events:

- Student Conduct Administrators Roundtable
- Sexual Violence and Misconduct Forum (hosted at KPU and co-emceed by the Director of the SRRO)
- Third party reporting of Sexual Assault training
- A campus dialogue on rape; co-hosted by KPU Criminology department and Women Against Violence Against Women (WAVAW)
- Sexual Violence and Misconduct Trauma-Informed Investigations training
- Student Conduct Institute

- EVA-BC Sexual Violence and Misconduct Forum

In December of 2018 the Ministry of Advanced Education, Skills and Training formed a working group to develop a Sexual Violence and Misconduct Action Plan Framework for Post-Secondary Institutions. The Director of the SRRO was a member of this working group which resulted in KPU hosting and the Director co-emceeding a two-day Forum. At the Forum, the Honourable Minister Melanie Mark announced \$750,000 in funding to support Post-Secondary's in their SVM initiatives. As such, a number of initiatives were launched in this past year and the SRRO is an active member in all of these. The initiatives include:

- The original working group has evolved to become a standing Advisory Group. The Director of the SRRO is a member of this Advisory Group.
- The Ministry created their own webpage called Safe Campuses BC and from there one can link to all public Post-Secondary's policies, including KPU:
<https://www2.gov.bc.ca/gov/content/safe-campus-bc/get-informed>.
- Communities of Practice have been established of which the SRRO employees are standing members. The first two to be established are the Community of Practice on Policy and the Community of Practice on Training and Resources.
 - One of our Student Rights and Responsibilities Liaisons, as part of the Community of Practice on Training and Resources, contributed to the development of a draft Toolkit for Evaluating Sexual Violence and Misconduct Training and Resources for Post-Secondary use.
- The Ministry ran two SVM awareness campaigns in September 2019 and January 2020. Inspired by this, the SRRO has developed their own KPU branded posters for a consent campaign that can run in tandem with any future Ministry campaigns.
- "Plain Language Review" was a free service offered to Post-Secondary's to have their policy and procedures reviewed and the SRRO utilized this service to have a draft, simplified handout created that communicates the essence of SR14 in plain language. KPU is comparing this draft to some more generalized ones that have also been created. The next step is to finalize our simplified handout, have this handout translated into a few languages and upload these resources to our webpage.
- A Student Climate Survey is being developed by the Ministry working in conjunction with Post-Secondary Institution's planning and research departments. KPU's Office of Planning and Accountability has been consulted with by the Ministry. This project has reached the phase where the questions have been developed and due to Covid-19 the Ministry is waiting to hold focus groups with students.
- The Ministry has provided for trainings which the SRRO employees are registered for but due to Covid-19 these trainings have been postponed.
- The Ministry is exploring linkages with the K-12 system on cross-sector collaboration with regards to SVM issues. There is talk that a Community of Practice or a Working Group may be established and the SRRO has expressed their interest in being part of this.
- The Ministry is seeking to begin discussions with Post-Secondary Institutions on a provincial reporting framework to collect and report data on SVM. Again, the SRRO has expressed interest in being part of any such discussions and / or working group established for this purpose.

2. POLICY ALIGNMENT AND REVIEW

Policy SR14 lays out the principles and general procedures for how sexual violence and misconduct is dealt with at KPU. The Policy aligns with already existing policies relating to investigations of student and employee conduct (ST7, HR21 and HR1), as well as the collective agreements with the BCGEU and KFA. Additional related policies and legislation are identified in the Policy.

The policy was developed and implemented after a fulsome consultation process led by the President's Advisory Committee, informed by research and promising practices including referral to other BC Post-Secondary Institutions' policies and procedures, and in accordance with the Guidelines established by MAEST.

As per the *Act*, KPU's Sexual Violence and Misconduct Policy must be reviewed at least once every three years or as directed by the Minister of Advanced Education. As previously mentioned, the President's Advisory Group has remained in effect since the policy was implemented and monitors the implementation of the procedures. A review process was undertaken that lasted from 2018-2019. In that review process the following stakeholders were consulted:

- KSA
- KFA
- KPU BCGEU Labour Management Relations Committee
- EVA-BC

Based on feedback received at those consultations, minor housekeeping changes were made to the policy and procedures the updated documents became effective in August 2019.

As the SRRO and HR work with students and employees, any feedback is noted and considered. Additionally, since updating the policy and procedures in August, the Ministry established a Community of Practice on policy review of which the Director, SRRO is a member. A meeting with Post-Secondary institutions occurred in October 2019 where discussions continued on promising practices in this field and any implications for policy and procedures. Through this Community of Practice, Institutions and the Ministry are able to review each others policies and procedures. The SRRO also had the Consultant hired by the Ministry review our policy and procedures from a perspective of "plain language". The SRRO sought a more extensive review of policy and procedure from EVA-BC which was completed in April 2020. Throughout the Fall and early spring 2020, the Student Rights and Responsibilities sought feedback on the policy and procedures from Student Orientation Leaders and by connecting with and speaking to students at tabling events held on the various campuses. KPU partnered with MOSAIC to hold a tabling event at Surrey campus in February 2020 and students were invited to learn more about and provide feedback on KPU's policy and procedures. There has also been a story published by the Runner that is a source of feedback.

Sexual Violence and Misconduct is a complex issue and the SRRO is embedded in the ongoing dialogues and is reviewing all the feedback received. There will be some proposed revisions made to the policy and procedures to bring forward in the coming months.

In the absence of any reporting requirements, there has been intentional and considered discussion regarding what, if any, information could be reported. Safety and confidentiality are primary considerations on this complex topic. This past year, the SRRO, Vice President Students, General

Counsel, Manager Information Access and Privacy, Manager Media and Communications, and Human Resources met and as a result, draft Guidelines in Relation to Reporting Incidences of Sexual Violence were developed (see attached).

3. EDUCATION AND AWARENESS TRAINING

Since July 2018, the Student Rights and Responsibilities office has presented on Sexual Violence and Misconduct to approximately 3,000 employees and students. Presentations have been given at the AGMs/Faculty of the Whole meetings for all Faculties, we've gone to department meetings, we've conducted workshops and lunch 'n learns, presented to students in their classes, trained the Student Orientation Leaders, presented at PDEC and Academic Council. We have provided workshops to the Runner staff and staff of the KSA's Women's Centre and The Gathering Place.

KPU has begun to develop community linkages by partnering with MOSAIC to have workshops and information available tailored to International Students and we have made a connection with Surrey Memorial Hospital so they can choose to inform anyone accessing services, who also indicate they are a student, of our office.

Links to the SRRO webpage, which links to the Sexual Violence and Misconduct webpage, are available on KPU's Safe app, the 24/7 my SSP app and International's iCent app.

It is the mission of the SRRO to promote a community of care and respect. As such, we make our office visible by "tabling" at each of the campuses to interact with students. Additionally, our department participates in various events and initiatives such as: Bell Let's Talk Day, Thrive week, pink and orange shirt days. We've presented at family and mature student orientation sessions and conducted a workshop at First Year Friday.

We offer workshops in:

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

These workshops can be customized to be stand-alone workshops or delivered in one session that covers all three topics.

The short video on "how to receive a disclosure" is on the SVM webpage and has been translated into basic Chinese and Punjabi.

KPU Guidelines in Relation to Reporting Incidences of Sexualized Violence

PREAMBLE:

Kwantlen Polytechnic University (“KPU”) is committed to establishing a safe and respectful learning and working environment for members of the University community. In 2016, the Government of BC introduced the *Sexual Violence and Misconduct Policy Act* S.B.C.c.23 (the “Act”). The Act requires BC post-secondary institutions to establish, implement and make publicly available a policy, with associated procedures, that addresses sexual misconduct, its prevention, and responses to sexual misconduct. Accordingly, KPU’s Sexual Violence and Misconduct Policy (SR14) was approved by the Board of Governors on April 22, 2017.

The University is committed to respecting the Confidentiality of all persons involved in Disclosures, Complaints and/or Reports of Sexual Violence and Misconduct. Confidentiality is required so that those who may have experienced Sexual Violence and Misconduct will come forward, and so that the reputations and interests of Complainants and Respondents are protected.

The University uses a victim/survivor-centered/trauma-informed approach which means the University recognizes that individuals who have experienced Sexual Violence and Misconduct may wish to control whether and how their experience will be dealt and wherever possible, the individual will retain this control.

Under KPU Policy SR14 (Sexual Violence and Misconduct) individuals can disclose, report and/or complain. Please see the end of this document for definitions.

Disclosures, Reports and Complaints under KPU Policy SR14 include an element of one or more of the following: Indecent Exposure, Sexual Assault, Sexual Exploitation, Sexual Harassment, Sexual Violence and Misconduct, Stalking and Voyeurism. Please see the end of this document for definitions.

REPORTING:

Pursuant to section 6(2) of the Act, each year, the president of a post-secondary institution must report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy.

KPU is in compliance and has produced a report for the Board in 2018, 2019 and 2020. In these reports, no statistics were provided.

Until we have defined protocols by the Government for reporting numbers, other than what is currently directed in the Sexual Violence and Misconduct Policy Act (<http://www.bclaws.ca/civix/document/id/bills/billsprevious/5th40th:gov23-1>), KPU has looked closely at what additional data to report. At this time, being mindful of Confidentiality, KPU will only provide the number of investigations conducted where the victim/survivor wanted to move forward with an investigation by Human Resources, the Student Rights and Responsibilities Office or both that involves an element of policy SR14. Investigations involving an element of policy SR14 have a KPU connection.

As Victims/Survivors and Respondents have privacy rights under the Freedom of Information and Protection of Privacy Act (BC), to which KPU is subject, KPU will only report on investigations when the number of investigations reaches a minimum of five (5) for the reporting period in order to prevent

divulging information that could reveal the identities of Victims/Survivors and Respondents. Where the number of incidents are fewer than five (5), the entry will read “Below threshold for reporting”.

Disclosures and Reports will not be reported. Under the policy, anyone on campus at any time, can receive a disclosure or report of sexualized violence. There is no requirement to share that a disclosure or report has been received. Education, training, information and resources is available to assist those in preferred practices on how to receive a disclosure. It is important to remember that disclosures and/or reports received by KPU can include incidents that have no connection to the university other than the Victim/Survivor now works or studies at KPU.

Number of Investigations Commenced Under Policy SR14 by Student Rights and Responsibilities and/or Human Resources	
Year	Number of Investigations
2018	Below threshold for reporting
2019	Below threshold for reporting

DEFINITIONS:

Disclosure:

A report of Sexual Violence and Misconduct by a Victim/Survivor, that does not constitute a Complaint.

Report:

A report of Sexual Violence and Misconduct by someone other than the Victim/Survivor, that does not constitute a Complaint.

Complaint:

A complaint that a person has committed an act of Sexual Violence and Misconduct contrary to the Policy.

Indecent Exposure:

Deliberate exposure by a person of a portion or portions of his/her body, in circumstances where such exposure is contrary to generally accepted standards of decency or is likely to cause another person to be alarmed, frightened, or offended.

Sexual Assault:

Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. Sexual assault includes a broad range of non-consensual behaviours, from unwanted touching to penetration.

Sexual Exploitation:

A sexual act done to a person who is under age 18 or who has a physical or mental disability, by a person who is in a position of trust and authority over that individual, or who is in a relationship of dependency with that individual. Sexual Exploitation includes sexual abuse of a young person or a person with a disability, through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, money, academic gains, and/or any other goods.

Sexual Harassment:

Comment or conduct of a sexual nature that an individual knew or should have known would cause humiliation, intimidation, or threat. Examples of sexual harassment include, but are not limited to, the following behaviours:

- a. Unwanted touching or physical contact,
- b. Unwelcome sexual flirtations, advances or propositions,
- c. Sexually suggestive, obscene or degrading comments or gestures,
- d. Offensive jokes or remarks of a sexual nature,
- e. Leering or staring,
- f. Displaying or circulating pictures or other material of a sexual nature which are not part of the legitimate study, display, use or distribution of topics, material or art forms falling within appropriate academic or work-related norms,
- g. Unwelcome questions or remarks about a person's sex life, gender, appearance, clothing, sexual orientation,
- h. Express or implied promise of reward in return for complying with a sexually oriented request,
- i. Reprisal, or express or implied threat of reprisal, for refusing to comply with a sexually oriented request.

Sexual Violence and Misconduct:

Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened, or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the consent of the person in the photograph or video and with the intent to distress the person in the photograph or video.

Stalking:

Harassing a person by repeatedly following them, repeatedly communicating with them, watching over a place where they reside, work, learn, carry on business, or engaging in threatening conduct directed at them or any member of their family. These behaviours include, but are not limited to: repeated non-consensual communications (face to face, phone, email, social media); threatening harm to the person being stalked and/or to family, friends, or pets; vandalizing property; showing up uninvited to the person's home, workplace or learning environment; surveillance; and sending unsolicited gifts.

Voyeurism:

The act of intentionally spying, including by mechanical or electronic means, on a person who is in circumstances that give rise to a reasonable expectation of privacy, such as undressing, sexual activity, or other activities usually considered to be of a private nature.



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

Regular Meeting
#14
June 24, 2020
Dr. Alan Davis

Agenda Item: Senate Meeting Reports

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

Recommended Resolution: N/A

Board Committee Report: N/A

Key Messages: The Vice Chair of Senate provides meeting notes for the Board of Governors detailing the items approved by Senate at each of its meeting for information.

Attachments

1. Notes from the Senate Meeting held May 25, 2020.
2. Notes from the Senate Meeting held June 22, 2020.

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

Date submitted: June 22, 2020

Notes from the Senate meeting of May 25, 2020

The Senate meeting of May 25, 2020, featured most prominently the Academic and Operational Continuity Plan. The Provost and acting Vice-Provost, Teaching and Learning, summarized the parameters under which classes will take place in fall 2020.

This conversation has been quickly evolving over the past week, with resolutions passed at several Faculty Councils -- including Arts, Business and Design -- and much work being done in the Provost's office to bring detailed plans to Senate.

2 points of agreement appeared to stand out (though one should read the document in question directly for the most accurate representation).

First, it is important for faculty to employ asynchronous techniques when prudent. This will allow us to support access for students, make the best use of KPU bandwidth and support, and take full advantage of pedagogical best practices for online learning.

Second, faculty should be supported in their choice of how to find the right mix of synchronous and asynchronous learning – including the use of the published class schedule.

Senate duly endorsed the continuity plan, which is now posted alongside the agenda at kpu.ca/Senate. Dr. Larissa Petrillo reported on her work with the Carnegie Community Engagement Classification Framework. This project, which has brought KPU into an ambitious nation-wide pilot program, was seen both as a meaningful and praiseworthy enterprise and as further proof of Dr. Petrillo's singular contribution to KPU's community engagement. Shortly after this report Dr. Petrillo successfully passed suggested wording for service learning outcomes – text that has now been added to the Course Outline Manual.

Modest housekeeping changes were made to the Certificate in Welding Foundations, BA Major in Creative Writing, and BSC general requirements, and the Access Programs for Persons with Disabilities received variances to continue their important work building a new and forward-thinking access program.

Appointments were made to several standing committees and the appointment committee for the Associate Dean, Faculty of Science and Horticulture. The mandate and membership of the SSC Tributes were revised.

During the report on the SSC Library, a note was made that is worth restating here. KPU's Library, if you do not already know, was one of a very few in Canada to stay open during these crucial early months of the pandemic. Keeping those doors open provided access to computers and other resources to our most vulnerable students, an act that displays in plain sight the dedication to public service among the faculty and staff of the KPU Libraries. The Vice-Chair, far from campus and hiding under a sterilized tarp, applauds this service.

The ongoing changes caused by the pandemic delayed the Senate's budget discussion to the following meeting, and ST1 (a now redundant attendance and performance policy) was discontinued.

While the academic continuity plan will surely take much of the attention paid to this meeting, Senate also passed a very important and much discussed policy on Prior Learning (AC6). The policy is the product of debate and revision both at Senate's committees and in the broader KPU community and was characterized at the meeting as a big step forward.

The final order of business was the approval of graduates. While the Senate always takes great pleasure in passing this item this meeting had a particularly special tone, with several students joining the meeting to hear the motion passed. Senator Mansi, a poised and intelligent student voice at Senate, was recused from the conversation on the grounds that she, herself, was about to graduate. With mics unmuted the Senators applauded Mansi and the graduates. Several celebratory GIFs were posted.

Well done to all, especially our graduating Senator Mansi,
David P. Burns, Vice-Chair, University Senate

The Vice-Chair, being an entirely serious and focused member of Senate, noted the following utterances as of being of particular interest:

"David, I think you need to stop sharing now."

"Me? Yes, I'm on vacation. I recognized, however, that I accepted this so here I am. <audible sigh>"

Mr. Data, the Vice-Dog, made what might be the first canine address to Senate. In a moment of some gravity, Mr. Data contended that "woof." The Vice-Chair noted that this was, indeed, "bad Data," to which Dr. McElroy retorted, "David, I think your Data needs smoothing out."

Notes from the Senate meeting of June 22, 2020

The final meeting of the 2019/2020 Senate was a productive one. Tahir Joseph was reappointed by the Alumni Association to his seat on Senate, Dr. Larissa Petrillo updated Senate on her research on experiential and community engaged learning, and the President and Provost provided their usual updates.

Senate approved the addition of a new admission tool for use in the Bachelor of Science in Nursing and the Bachelor of Psychiatric Nursing. The tool, CASPer, will allow the Faculty of Health to assess situational judgement ability and will complement the current emphasis on applicant GPA.

Search committees were approved for the reappointment/appointment of the University Registrar and Associate Dean, School of Business.

The budget tenets and priorities for the 2021/22 fiscal year were approved, and the Registrar received Senate approval for an extension to the voluntary withdrawal date in the fall term.

Graduates were, as always, happily approved.

This meeting represented the last meeting for the outgoing Senators (though several have graciously agreed to retain their seats until the fall byelection – including Senators Deol, Ironside, and Gavilanez). This, for instance, was the last meeting for Senator Harbut.

The Senate thanked our outgoing student senators for their efforts – including Mansi, Harshdeep Singh, Ranpal Sandhu and Guramritpal Singh.

This was also the last meeting for Senator Chris Traynor (ACA), who is retiring from Senate after leading both the SSC Library and the SSC Program Review. While his leadership of SSC Library has been valuable, Senator Traynor has surely left his most significant mark on the Program Review Process. SSC PR is one of Senate's heaviest committees and deals with one of our most important responsibilities – providing assurance to the public that we have responsibly used our funding to offer valuable public service. During his tenure, Senator Traynor has been widely recognized for having made the process more substantive, focused, and meaningful. As a Senator for ACA, and a Chair of two committees, he has been a true leader in governance. Thank you, Senator Traynor.

After a closed meeting, the Senate adjourned for the summer recess.

One final note.

You cannot find the true measure of a person, or a community, when things are orderly and unremarkable. You see what we are all made of when we are confronted, together, with disorder and concern. At Senate this year we heard of many examples of people and units within our University that stood their ground when things became as bad as they have been in recent memory. We saw services that continued without any interruption at all, new services that had to be invented day-by-day, and thousands of courses that changed utterly and immediately. In all of this, and with all of us focused on the simple act of keeping things running, I would have understood had our miniature democracy floundered. It did not. We made our quorum for each and every standing committee and every Senate

meeting. We did our duty, in this regard, just as we always have. I will remember for a very long time the way in which the people around me rose to this occasion.

Thank you to everyone in Senate and beyond.
David P. Burns, Vice-Chair, University Senate

The Vice-Chair, being famously focused on the task at hand, would like to relay the following comments he received at standing committee this month.

"David, we are trying to at least make you look competent"

"My lawn exploded. Mind you – so did my neighbor's"

"Program Review doesn't sleep"