



Regular Meeting Agenda (Amended)

Board of Governors

Date: June 27, 2018

Time: 4:00 pm – 5:28 pm

Location: Richmond Campus,
Wilson Building, Room 4900

Attending: Sandra Case, Alan Davis, Gavin Dew, Marc Kampschuur, Natasha Lopes, Michael McAdam, Mohammed Mahabub, Hanne Madsen, Suzanne Pearce, Kim Rose, Amandeep Singh, Sarbjeet Sarai, Michael Wong

Excused: Douglas Beaton, George Melville

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

Presenters and Administrative Resources: Salvador Ferreras, Marlyn Graziano, Jon Harding, Wendy Ip, Maggie MacKenzie, Lori McElroy, Joe Sass, Abby Thorsell, Keri van Gerven

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

<i>Agenda Item</i>	<i>Resource</i>	<i>Action</i>	<i>Time</i>	<i>Page</i>
1. Call to Order & Introductory Remarks	Hanne Madsen		4:00	
2. Approval of Agenda	Hanne Madsen	M	4:02-4:03	
3. Consent Agenda	Hanne Madsen	M	4:03-4:05	3
3.1. Minutes of the May 23, 2018 Regular Board of Governors Meeting				4
3.2. Concept Paper: Graduate Certificate in Sustainable Food Systems & Food Security				10
3.3. Program Discontinuance: Career Choices and Life Success (CCLS)				123
4. Finance Committee Report				
4.1. Committee Chair Report	Michael McAdam	I	4:05-4:07	
4.2. Budget Development Process and Key Dates	Joe Sass	I	4:07-4:10	129
5. Board Governance Committee				
5.1. Committee Chair Report	Hanne Madsen	I	4:10-4:12	
5.2. Accountability Plan and Report: 2017/2018	Alan Davis / Lori McElroy	M	4:12-4:22	139
5.3. VISION 2018 Final Report	Alan Davis	I	4:22-4:27	229
5.4. VISION 2023	Alan Davis	M	4:27-4:32	234
5.5. Academic Plan 2018 Impact Report	Salvador Ferreras	I	4:32-4:42	242
5.6. Academic Plan 2023	Salvador Ferreras	I	4:42-4:52	253



Regular Meeting Agenda

Board of Governors

Date: June 27, 2018

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5.7. Appointments to the Search Advisory Committee for the Provost & VP, Academic	Alan Davis	M	4:52-4:55	269
6. President's Report				
6.1. Report to the Board	Alan Davis	I	4:55-4:58	
7. Provost's Report				
7.1. Report to the Board	Salvador Ferreras	I	4:58-5:01	
8. Vice President, Finance & Administration's Report				
8.1. Report to the Board	Jon Harding	I	5:01-5:04	
9. Professional Development: Chair with Intention™	Sandra Case	I	5:04-5:07	
10. Senate Report: May 28, 2018	Alan Davis	I	5:07-5:09	270
11. Next Meeting Agenda Contribution	Hanne Madsen	D	5:09-5:10	
12. For the Good of the Order	All	D	5:10-5:13	
13. Feedback on the Meeting	All	D	5:13-5:15	
14. Election of the Chair and Vice Chair	Keri van Gerven	Election	5:15-5:25	272
15. Appendix:				
15.1. Report to the Board of Governors	Alan Davis	I	5:25-5:27	
16. Next Meeting Regular Board Meeting Wednesday, September 19, 2018 Richmond Campus, Wilson 4900 4:00 – 7:00 pm	Hanne Madsen	I	5:27-5:28	
17. Adjournment	Hanne Madsen		5:28	



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

Regular Meeting
#3
June 27, 2018
Hanne Madsen

Agenda Item: **Consent Agenda**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors approve the following items on the Consent Agenda: 3.1 Minutes of the May 23, 2018 Regular Board of Governors Meeting 3.2 Concept Paper: Graduate Certificate in Sustainable Food Systems & Food Security 3.3 Program Discontinuance: Career Choices and Life Success (CCLS)
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Attachments:

1. Minutes of the May 23, 2018 Regular Board of Governors Meeting.
2. Concept Paper: Graduate Certificate in Sustainable Food Systems & Food Security
3. Program Discontinuance: Career Choices and Life Success (CCLS)

Submitted by: Maggie MacKenzie /Confidential Assistant, Board of Governors

Date submitted: June 19, 2018

Present: Board

Douglas Beaton
Sandra Case
Gavin Dew
Alan Davis / President & Vice
Chancellor
Natasha Lopes
Marc Kampschuur
Michael McAdam
Hanne Madsen / Chair
George Melville / Chancellor
Mohammed Mahabub
Suzanne Pearce
Kim Rose
Sarbjit Sarai
Michael Wong

University Vice Presidents

Salvador Ferreras / Provost & VP Academic
Marlyn Graziano / VP, External Affairs

Presenters and University Resources

Nancy Armitage, Manager, Alumni Affairs and Executive
Director of the KPUAA
Wendy Ip / Director, Financial Planning, Reporting &
Assurance
Maggie MacKenzie / Confidential Assistant, Board of
Governors
Jane Fee / Vice Provost, Students
Joe Sass / Executive Director, Financial Services
Abby Thorsell / AVP, Human Resources
Keri van Gerven / University Secretary & Confidential
Assistant to the President & Vice Chancellor

Regrets: Amandeep Singh

Guests: Ryan Keigher, Chair, KPU Alumni Association (KPUAA)
David Dryden, Vice Chair, KPU Alumni Association (KPUAA)

1. **Call to Order** The Chair called the meeting to order at 4:00 pm and welcomed Guests.

2. **Approval of Agenda** **Motion #27-17/18**
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the agenda.

3. **Presentation: KPU Alumni Association (KPUAA)** Ryan Keigher and David Dryden provided a presentation on the KPU Alumni Association and its strategic direction for Alumni engagement. The strategic priorities and associated goals and activities were highlighted and it was confirmed that benchmarks have been established which will be measured in one year. It was also confirmed that students have to opt into membership in the KPUAA.

Hanne Madsen thanked Ryan Keigher and David Dryden for their presentation and complimented the association on its premier issue of the Alumni Magazine which the members of the Board received a copy of at the last Board meeting. Alan Davis also acknowledged Nancy Armitage's leadership in her role as Manager Alumni Affairs and Executive Director of the KPUAA.

4. Consent Agenda

Motion #28-17/18

MOVED, SECONDED AND CARRIED THAT THAT the Board of Governors approve the following items on the Consent Agenda:

4.1 Minutes of the March 28, 2018 Regular Board of Governors Meeting

4.2 Remittance of Student Organization Fees

AND

THAT the Board of Governors receive the following items on the Consent Agenda:

4.3 2018-19 and 2019-20 Academic Year Schedules

4.4 KSA Annual Fee Change Letter 2018-2019 Academic Year

4.5 Administrative Revisions to the Board Governance Manual

5. Board Audit Committee Report

5.1 Committee Chair Report

Doug Beaton advised that the Audit committee received the KPMG Audit Findings Report, an Enterprise Risk Management update and an Internal Audit Report. The committee also reviewed the Draft Financial Statements for Year Ended March 31, 2018 and recommended the reappointment of KPMG as External Auditor which are both included on the meeting Agenda.

5.2 Draft Financial Statements for Year Ended March 31, 2018

Motion #29-17/18

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Draft Financial Statements for the Year Ended March 31, 2018 as recommended by the Board Audit Committee.

Michael Wong declared that he has a conflict of interest pertaining to the Reappointment of the External Auditor and confirmed that he will not vote on the proposed motion.

5.3 Reappointment of the External Auditor

Motion #30-17/18

MOVED, SECONDED AND CARRIED THAT the Board of Governors appoint KPMG as External Auditor as recommended by the Board Audit Committee.

6. Board Finance Committee Report

6.1 Committee Chair Report

Doug Beaton advised that the Finance Committee reviewed the allocation of surplus funds from the 2017/18 fiscal year, which is included on the Agenda and noted that the committee also reviewed the Remittance on Student Organization Fees, which was approved as part of the Consent Agenda.

6.2 Use of Fiscal 2017/18 Surplus Funds

Alan Davis presented Management's recommendation for the allocation of \$10 million of surplus funds from the 2017/18 fiscal year resulting from the significant increase in international enrolment: \$2 million to establish an endowment to match future employee contributions to the KPU Family

Campaign offering scholarships and funding to KPU students; \$2 million to establish an endowment for student financial aid and scholarships; \$2 million to fund future capital initiatives; and, subject to government approval, \$4 million transferred to the deferred capital contribution account to assist in offsetting future amortization expenses. Dr. Davis also noted that the additional \$3 million of the surplus will be allocated to cash on hand.

Discussion followed and it was noted that the Board of Governors has its own endowment scholarship fund, which is part of the KPU Family Campaign matched by KPU.

Motion #31-17/18

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following allocation of \$10,000,000 of surplus funds from the 2017/18 fiscal year:

- (a) establish a \$2,000,000 endowment fund for matching contributions for the KPU Family Campaign scholarship program;**
- (b) establish a \$2,000,000 endowment fund to support KPU financial aid and**
- (c) scholarship programs;**
- (d) establish a \$2,000,000 fund to support future capital initiatives; and,**
- (e) transfer \$4,000,000, subject to government approval, to the deferred capital contribution account.**

**7. Board Governance
Committee Report**

7.1 Committee Chair Report

Hanne Madsen advised that the Governance Committee reviewed the draft VISION 2023 and the Report to the Board on the implementation of the Sexual Violence & Misconduct Policy/Procedures, which are both included on the Agenda.

7.2 Vision 2023

Alan Davis highlighted the draft VISION 2023 including the mission, vision and goals and noted the high level of engagement by the KPU community in its development. Dr. Davis also advised that Senate would consider Vision 2023 for endorsement and recommendation to the Board of Governors at its May 28, 2018 meeting.

Dr. Davis confirmed that Lori McElroy is developing metrics for VISION 2023 that will come forward to the Board in September.

7.3 Report to the Board on the Implementation of the Sexual Violence & Misconduct Policy

Jane Fee presented the Report to the Board on the implementation of the Sexual Violence & Misconduct Policy and highlighted major activities undertaken by the President's Advisory Committee over the past year. Those activities included communication, policy alignment and review, strengthening process and practice, infrastructure and education and

awareness training. Dr. Fee also confirmed this is the first of what will be an annual report to the Board.

Dr. Fee advised that a newly established Student Rights and Responsibilities Liaison position would work with other units across KPU to provide education and awareness programming for students and employees and serve as a conduit to community resources. The goal is that anyone in the KPU community can receive a report and know where to take that individual for assistance.

Discussion followed and it was noted that two administrative units have completed the training as part of the roll out and Dr. Fee confirmed that although this training is not mandatory at this time, participation is strongly encouraged.

Dr. Fee and the members of the President's Advisory Committee were thanked for their integral role in the many activities required for the implementation of KPU's Sexual Violence & Misconduct Policy.

8. Board Human Resources Committee Report

8.1 Committee Chair Report

Sandra Case advised that the Human Resources Committee received an update on the composition and process to establish the Search Advisory Committee for the VP, Academic & Provost, which is on the Agenda.

8.2 Provost & VP Academic Search

Alan Davis confirmed that the Board approved a one-year extension to Dr. Ferreras' contract last year and that the process to establish the Search Committee along with high-level timelines have been developed in line with policy to ensure an effective transition that provides an opportunity for Dr. Ferreras to assist in the transition. Dr. Davis advised that a recruiter would be engaged to assist in the search.

9. President's Report

9.1 Report to the Board

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

Dr. Davis highlighted a number of events and activities including KPU Day, the 8th Annual KPU Foundation Golf Tournament which raised \$56,000 for student scholarships, KPU's leadership in Open Education which has saved students \$1 million, Dr. Diane Purvey's award for her contributions in Open Education and the joint Science Rendezvous and Open House held at KPU Langley with over 3,000 people in attendance. Dr. Davis also advised the he and Chancellor George Melville attended KPU Honorary Degree recipient, Janet Austin's installation as British Columbia's new Lieutenant Governor.

10. Provost's Report

10.1 Report to the Board

The Provost & VP, Academic Report was included in the Report to the Board.

Salvador Ferreras highlighted a number of events and activities including the May 2, 2018 Open Doors, Open Minds led by Steve Cardwell, an annual event that began as a collaboration with the Surrey School District. The second Teaching, Learning, Scholarship & Research Symposium was held May 2-4, 2018 and featuring Dr. Jo-Ann Archibald who delivered the keynote address titled, "Indigeneity and KPU: Decolonization, indigenization and/or Reconciliation" and organized by Stephanie Chu and her staff. KPU also had a strategic location at the BC Tech Summit with participation by staff and faculty members from business, trades and technology, science & horticulture, design and arts.

Dr Ferreras also provided an update on the Academic Plan 2023, which will be presented to Senate by the Senate Standing Committee on Academic Planning & Priorities with its recommendation for approval. The final report on the Academic Plan 2018 and the Academic Plan 2023, which has been developed with full participation by the KPU community and aligned with VISION 2023 will come forward to the next Board meeting.

11. Vice President, Finance & Administration

11.1 Report to the Board

The Vice President, Finance & Administration Report was included in the Report to the Board.

Joe Sass highlighted a number of activities including system upgrades, a RFP issued for campus security upgrades, the status of the Spruce Building and 3 Civic Plaza and incredible work done by Financial Services in the completion of year end led by Wendy Ip.

12. License Agreement between The City of Delta and KPU re: Paterson Park

Marlyn Graziano advised that the License Agreement between the City of Delta and KPU is a refresh of the agreement KPU originally signed two years ago regarding Paterson Park.

Motion 32-17/18

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the License Agreement for the use of Paterson Park between City of Delta and KPU dated the 1st day of June 2018.

13. Professional Development: Canadian University Boards Association Conference

Hanne Madsen provided an overview of the Canadian University Boards Association Conference hosted by the University of Victoria that she, Sandra Case, Keri van Gerven and Maggie MacKenzie recently attended. Ms. Madsen advised that the conference featured noteworthy presentations, panel discussions, breakout sessions and opportunities to socialize with peers from across Canada. There was also a breakout session for the Chairs and Vice Chairs, which was very valuable with a common theme that recruitment is the major risk faced by universities. That session could have easily extended the time provided. There was also a panel

discussion regarding Governing Universities in the Time of Truth and Reconciliation with Indigenous Peoples featuring the former Lieutenant Governor of British Columbia The Honorable Steven Point and other notable panelists.

- 14. Senate Report: March 26, 2018 and April 30, 2018** Alan Davis advised that the Senate Reports for March 26, 2018 and April 30, 2018 were included in the meeting package.
- 15. Next Meeting Agenda Contribution** Board members were asked to send contributions for the next meeting agenda to Keri van Gerven two weeks in advance of the meeting.
- 16. For the Good of the Order** Sandra Case advised that the BC Port Magazine, Gateway, featured an article on promoting from within. Hanne Madsen noted that Sandra Case was featured in the article.
- 13. Feedback on the Meeting** There was no additional feedback on the meeting.
- 14. Appendix:** ***14.1 Report to the Board of Governors***
- The Report to the Board of Governors was received and hard copies of the report were distributed to the Board.
- 15. Next Meeting** Wednesday, June 27, 2018 at the Richmond Campus, Wilson 4900 at 4:00 pm.
- Board members wishing to attend a meeting via videoconference or teleconference were asked to notify Keri van Gerven or Maggie MacKenzie well in advance of the meeting so that the set up can be completed and the technology tested prior to the start of the meeting.
- 16. Adjournment** The meeting adjourned at 5:06 pm.

Board Chair



Board of Governors
Consent Agenda Item: #3.2
Meeting Date: June 27, 2018
Presenter(s): Kent Mullinix / Faith Auton-Cuff

Agenda Item: **Program Concept: Graduate Certificate in Sustainable Food Systems and Food Security**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	N/A
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Board Committee Report: At meetings held on June 11, 2018 and June 12, 2018 respectively, the Board Governance and Board Finance Committees approved the Program Concept: Graduate Certificate in Sustainable Food Systems and Food Security, with an implementation date of September 2019, for recommendation to the Board of Governors.

Context & Background: The proposed program is an 18-credit Graduate Certificate composed of courses in an online delivery format spanning one academic year. Additionally, this program of study will be formally articulated with the Royal Roads University Master of Arts – Integrated Studies program and required of those RRU students who want to peruse this graduate degree with a Sustainable Food System and Food Security emphasis. The interdisciplinary curriculum comprises two parts: a comprehensive interdisciplinary examination of contemporary food systems and food security from environmental, social and economic perspectives, elucidating the resultant multi-faced and deep challenges to humanity and the rest of creation; and envisioning and facilitating an alternate food system future.

Key Messages:
[maximum of three]

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

Resource Requirements: As the program may be taken part-time, it is suitable for working professionals. All courses will be offered online, which will allow interested individuals from all around the world to enroll in the proposed program.



Board of Governors	Regular Meeting
Consent Agenda Item:	#3.2
Meeting Date:	June 27, 2018
Presenter(s):	Kent Mullinix / Faith Auton-Cuff

**Implications /
Risks:**

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

Consultations:

1. Arts Subcommittee on Academic Planning and Priorities (ASCAPP)
2. Arts Subcommittee on Curriculum (ASCC)
3. Arts Faculty Council (AFC)
4. Senate Standing Committee on Academic Planning and Priorities (SSCAPP)
5. Senate Standing Committee on University Budget (SSCUB)
6. At its May 28, 2018 meeting, Senate endorsed and recommended the Concept Proposal for the Graduate Certificate in Sustainable Food Systems and Food Security for approval by the Board of Governors.

Attachments:

Concept proposal with feasibility assessment that includes Faculty of Arts and Sustainable Horticulture and Food

Submitted by:

Faith Auton-Cuff, Associate Dean, Faculty of Arts and Kent Mullinix, Director of the Institute of Sustainable Food Systems

Date submitted:

June 13, 2018

Proposal for Kwantlen Polytechnic University

Graduate Certificate – Sustainable Food Systems and Food Security

Prepared by: **Dr. Kent Mullinix**
Dr. Faith Auton-Cuff

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SFSS 6110	80
SFSS 6120	87
SFSS 6130	93
SFSS 6140	99
SFSS 6180	106

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

Please include the following completed documents:

- ☒ Budgetary Impact of Curriculum Proposal Form
- ☒ Cost and Revenue Form
- ☒ Institutional Analysis and Planning Program Feasibility Assessment Request Form
- ☒ Institutional Analysis and Planning Program Feasibility Assessment Report Library
- ☒ Impact Assessment

CONTACT INFORMATION

Faculty:	Arts		
Department:	Sustainable Food Systems and Food Security		
Developer:	Kent Mullinix	Phone:	604-612-1252
		Email:	kent.mullinix@kpu.ca
Dean/A Dean:	Dr. Diane Purvey Dr. Faith Auton-Cuff	Phone:	604-599- 2052/3076
		Email:	Diane.Purvey@kpu.ca ; faith.auton-cuff@kpu.ca

PROGRAM INFORMATION

Name of proposed program:	Graduate Certificate- Sustainable Food Systems and Food Security
SUMMARY OF THE PROPOSED PROGRAM	

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

Part one focuses on a comprehensive multidisciplinary examination of contemporary food systems and food security from environmental, social and economic perspectives, elucidating the resultant multi-faceted and deep challenges to humanity and the rest of creation. Courses developed are: SFSS 6100 *Our Food System and Sustainability* (1 credit); SFSS 6110 *Environment and Food* (4 credits); SFSS 6120 *Food System Economics* (3 credits); SFSS 6130 *Food Systems and Society* (4 credits).

Part two focuses on envisioning and facilitating an alternate food system future. SFSS 6140 *Creating Our Food System Future* (4 credits) will examine alternate food system paradigms and their objectives, consider such things as innovative models, design approaches, appropriate technologies, business/ economic models, bottom-up vs top-down approaches/ actions, policy and social activism and will utilize case studies. SFSS 6180 *Capstone Project* will require students to identify, analyze and devise a comprehensive strategy to mitigate a food

CONCEPT PAPER

(Graduate Certificate- Sustainable Food Systems and Food Security)

system/ food security challenge or advance a sustainable food/ food security element in their life place. Per our discussion/ pending agreement with RRU this project can serve as preparatory to thesis research and writing.

ALIGNMENT WITH KPU MISSION AND MANDATE, STRATEGIC PLAN AND ACADEMIC PLAN

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

The proposed program aligns with the KPU mission (2018), Strategic Plan and Academic Plan in numerous relevant ways:

1. It contributes to the diversity of educational programming and represents KPU's inauguration into graduate level programming. It will constitute an additional education path that KPU learners can take.
2. The curriculum is designed to blend theory and application and is intended to facilitate an examination and understanding of contemporary, dominant food systems thus imbuing a critical understanding and social and ethical awareness of sustainable food systems and food security as a fundamental and integral element of sustainable society.
3. The proposed program targets professionals and aspiring professionals engaged in a locally embedded but globally relevant issue. It has potential to bring professionals and learners with a common interest and focus, from around the world, together.
4. Sustainability is unequivocally at the heart of this program. Focused on the issue of food system sustainability it will build on and will advance KPU's success and distinct and growing reputation as a Canadian leader in sustainable agriculture and food system education, outreach and applied research.
5. By attracting and accommodating students from around the world (via on-line programming) this program will enhance KPU's internationalization; it will be accessible and support learners beyond the classroom and afford levels of education flexibility.
6. This program will link to KPU's research programming focused on sustainable food systems and food security. It will foster and support purposeful applied research and community engagement.

PROPOSED IMPLEMENTATION SCHEDULE

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

It is intended for this program to be implemented Fall 2019 and delivered through the 2019-20 academic year.

*Please see the proposed Implementation Schedule Table below

Graduate Certificate in SFSS Approval Process 2018-19 – Faculty of Arts

APPROVER	SUBMISSION DATE	MEETING DATE	ATTENDANCE REQUIRED BY
ASCAPP	Feb. 20 th , 2018	March 2 nd , 2018	Kent Mullinix
ASCC	April 11 th , 2018*all courses need to be ready for submission on this date	April 20 th , 2018	Kent & Course Developers if needed
AFC	April 20 th , 2018	April 26 th , 2018	Kent/Assoc. Dean
Provost	May 2 nd , 2018	May 9 th , 2018	Dean/Assoc Dean
PUE		May 9 th , 2018	Provost/Kent/Assoc. Dean
SSCAPP	May 11 th , 2018	May 18 th , 2018	Dean/Assoc Dean
SSCUB	May 11 th , 2018	May 18 th , 2018	Dean/Assoc Dean
Senate	May 18 th , 2018	May 28 th , 2018	Dean/Assoc Dean
Board finance and Audit Committee; Board Governance Committee; and Board of Governors	May 30 st , 2018	June 12 th /13 th , 2018	Dean/Assoc Dean
	June 15 th , 2018	June 27 th , 2018	
Provost	Gives permission to proceed to develop FPP		Kent Mullinix
Internal/External Consultations	June, 2018		Kent
Verification with Provost on alignment of the FPP with the Concept Paper	June/July 2018		Dean/Assoc Dean
AFC	September 2018	September 2018	Kent/Assoc Dean

SSCC	September 2018	September 2018	Kent/Assoc Dean
SSCAPP	October 2018	October 2018	Kent/Assoc Dean
Senate	October 2018	October 2018	<u>Kent/Assoc Dean</u>
Board Governance Committee & Board of Governors	November 2018	November 2018	Kent/Assoc Dean
PSIPS X 30 days	November/December 2018	November/December 2018	Provost's Office
Response to PSIPS comments	December 2018/January 2019		Kent/Assoc Dean
Board of Governors decision regarding implementation	September 2019		

Legend:

ASCAPP	Arts Standing Committee on Academic Planning and Priorities
ASCC	Arts Standing Committee on Curriculum
AFC	Arts Faculty Council
SSCAPP	Senate Subcommittee on Academic Planning and Priorities
SSCC	Senate Subcommittee on Curriculum
SSCUB	Senate Subcommittee on University Budget
PUE	Polytechnic University Executive
PSIPS	Post-Secondary Institution Proposal System
FPP	Full Program Proposal



Budgetary Impact of Curriculum Proposals

From:

Date:

Dept./Program: SFSS	Faculty: Faculty of Arts
Phone:	E-mail:

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

Graduate Certificate in Sustainable Food Systems and Security (SFSS)

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

Starting 2018-19 academic year. The only major costs are for instructors and program coordination. There are no capital requirements and no miscellaneous goods and services costs. Faculty (NR-1)=\$36,000/year; Coordination=\$25,000/year; Goods and Services/Operations=\$5000/year. See attached financials.

Select from one of the following two choices:

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

Signature of Department Chair:

Kent Mullin

Date: Jan. 23, 2018

Signature of Faculty Council Chair:

Kent Mullin

Date: _____

Signature of Faculty Dean:

David Thompson

Date: April 30, 2018

Signature of Deans Offering Service Courses:

No service courses needed.

Date: April 30, 2018

Date: _____

Signature of University Librarian
(if additional library resources required)

*see Library Impact Assessment Form

Date: _____

Signature from Financial Services:

Joe Sass
Joe Sass, Executive Director

Date: January 22, 2018

Signature of Provost:

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

Salvador Ferreras
Salvador Ferreras

Date: _____

May 9, 2018

Signature from Polytechnic
University Executive:

(mandatory for all new program proposals)¹:

Alan Davis
Alan Davis

Date: _____

May 9, 2018

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

Financial Assessment Template
Summary Financial Information

Course/Program Name:

Completion Notes

	Total Credits	Year 1	Year 2	Year 3	Year 4	Stable State
Student Mix Expectations per year						
Full-Time Delivery						
Domestic Students	18	7	12	17	21	25
International Students	18	2	3	4	5	5
Part-Time Delivery						
Domestic Students	9	0	0	0	0	0
International Students	9	0	0	0	0	0
Total Students per year	9	15	21	26	30	
Number of Intended Intakes						
	1	1	1	1	1	1
Number of Intended Cohorts per intake						
	1	1	1	1	1	1
Revenues:						
Operating	83,599	138,899	194,198	240,498	276,498	
One-time Only/Start-up	-	-	-	-	-	
Total Revenues:	83,599	138,899	194,198	240,498	276,498	
Expenses:						
One-time Only/Start-up Operating	46,000	-	-	-	-	
One-time Only/Start-up Capital	-	-	-	-	-	
Ongoing Operating Costs	110,838	110,838	110,838	110,838	110,838	
Total Expenses:	156,838	110,838	110,838	110,838	110,838	
40% Overhead	62,735	44,335	44,335	44,335	44,335	
Net Income/(Loss)	(135,973)	(16,274)	39,026	85,326	121,326	
Budget required						
Operating Budget	61,000	61,000	61,000	61,000	61,000	
Capital Budget	0	0	0	0	0	
Total Budget Required	61,000	61,000	61,000	61,000	61,000	

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

Starting 2018-19 academic year. The only major costs are for instructors and program coordination. There are no capital requirements and no miscellaneous goods and services costs. Faculty (NR-1)= \$36,000/ year; Coordination= \$25,000/ year; Goods and Services/ Operations= \$5000/ year.

Total Investment/Start-up Costs	(27,896)
Stable State Net Income	121,326

Payback Period (in stable state years)

0.23 *assumes a 2% inflation

Break-even # of Domestic Students

18

based on multi-cohorts
18 per cohort

Financial Services sign-off:

Please note that Financial Services Sign-off does not indicate budget allocation.

Executive Director, Financial Services

Date: 01/22/18

VP, Finance and Admin

Date: _____

Is program/course profitable?

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

Faculty Sign-off:

Course/Program Developer

Date: _____

Dean

Date: _____

Step 1. Student Mix Expectations and Course Summary Information

Student Mix Expectations per intake		Year 1	Year 2	Year 3	Year 4	Stable State	Comments (where relevant or helpful please include notes about what is included in revenues)
Full-Time Delivery							
	Domestic Students	7	12	17	21	25	
	International Students	2	3	4	5	5	
Part-Time Delivery							
	Domestic Students						
	International Students						
Total Students per intake		9	15	21	26	30	
Number of Intended intakes		1	1	1	1	1	
Total Cohorts per intake		1	1	1	1	1	

Faculty Delivery Mix Expectations		Year 1	Year 2	Year 3	Year 4	Stable State	Comments (where relevant or helpful please include notes about what is included in revenues)
	Full-Time Delivery						
	% of courses delivered by Regular/NR/2	50%	50%	50%	50%	50%	
	% of courses delivered by NR/1	50%	50%	50%	50%	50%	
	Part-Time Delivery						
	% of courses delivered by Regular/NR/2	0%	0%	0%	0%	0%	
	% of courses delivered by NR/1	0%	0%	0%	0%	0%	

Course Summary information

[illegible]

Financial Assessment Template

Step 2. Projected Revenues

	Year 1	Year 2	Year 3	Year 4	Stable State	Comments (where relevant or helpful please include notes about what is included in revenues)
Number of Intended Intakes	1	1	1	1	1	
Total Cohorts per intake	1	1	1	1	1	

Student Mix Expectations per year (# of intakes * students per intake)

Full-Time Delivery						
Domestic Students	7	12	17	21	25	
International Students	2	3	4	5	5	dents to enroll in this program with no expectation of or desire to obtain a work permit. They will be professi
Part- Time Delivery						
Domestic Students	0	0	0	0	0	
International Students	0	0	0	0	0	
Total Students per year	9	15	21	26	30	

Operating Revenues						
Domestic Tuition Fees	63,000	108,000	153,000	189,000	225,000	
International Tuition Fees	20,599	30,899	41,198	51,498	51,498	
Material Fees	-	-	-	-	-	
Other Fees	-	-	-	-	-	
Other Revenues (Grants, etc.)	-	-	-	-	-	
Total Operating Revenues	83,599	138,899	194,198	240,498	276,498	
One-time Only /Start- Up Revenues						
Other Fees						
Other Revenues (Grants, etc.)						
Total One-time Only Revenues	-	-	-	-	-	
Total Revenues	83,599	138,899	194,198	240,498	276,498	

Intake frequency:

Intake frequency will impact annual revenues calculated above. If there are multiple intakes each year please describe and ensure that the impact on section requirements is captured above

One intake per year.

Is this a cohort based program?

If yes, please outline the attrition mitigation strategy i.e. multiple entrance points, common core first year, etc.

No.

Assumptions

International Tuition fee revenue in 2017/18 \$ 572.20 *Assumption will be updated in template annually. Please use rate provided

FinancialAssessmentTemplate
Step 3. Projected Expenses

1. A) AcademicNon-recurring estimated start-up costs (e.g. equipment costs/other)

One-time Only/Start-up Operating						Comments (where relevant or helpful please include notes about what is included in costs)
Item	Year 1	Year 2	Year 3	Year 4		
Program Development		-	-	-		
Curriculum Development (can be costs related to externally or internally developed materials)	36,000	-	-	-		
Staff- PD/Enrichment		-	-	-		
Marketing - Start-up	10,000	-	-	-		
Masters Articulation	-	-	-	-		
Sub-total	46,000	-	-	-		

Capital Costs (Equipment and Renovations)						Comments
Item	Year 1	Year 2	Year 3	Year 4		
	-	-	-	-		
Sub-total	-	-	-	-		

Total Non-recurring Costs						Comments
Item	Year 1	Year 2	Year 3	Year 4		
One-time Only/Start-up Operating	46,000	-	-	-	-	
One-time Only/Start-up Capital	-	-	-	-	-	
Total Non-recurring Costs	46,000	-	-	-	-	

On-going Operating Costs

Faculty Delivery Mix Expectations

Full-Time Delivery	Year 1	Year 2	Year 3	Year 4	Stable State	Comments
	% of courses delivered by Regular/NR2	50.0%	50.0%	50.0%	50.0%	
% of courses delivered by NR1	50.0%	50.0%	50.0%	50.0%	50.0%	

Part-Time Delivery

% of courses delivered by Regular/NR2	0.0%	0.0%	0.0%	0.0%	0.0%	
% of courses delivered by NR1	0.0%	0.0%	0.0%	0.0%	0.0%	

	Year 1	Year 2	Year 3	Year 4	Stable State	Comments
Number of Intended Intakes	1	1	1	1	1	
Total Cohorts per intake	1	1	1	1	1	
Total Cohorts	1	1	1	1	1	

Operating Costs - Variable and Fixed Costs

Item	Year 1	Year 2	Year 3	Year 4	Stable State	Comments
<u>Direct Program Costs</u>						
Faculty						
Regular/NR2 Salaries and Benefits	42,938	42,938	42,938	42,938	42,938	
NR1 Salaries and Benefits	20,400	20,400	20,400	20,400	20,400	
Total Faculty Salaries and Benefits	63,338	63,338	63,338	63,338	63,338	
Advisor						
Lab Operating Salary and Benefits (Program specific)						
Ongoing Research Costs						
Travel						
Professional Development						
Supplies						
Orientation						
Other	25,000	25,000	25,000	25,000	25,000	Non- faculty Program Administrator
Other						
Other						
<u>Administrative Support (Program Specific)</u>						
* If the expectation is that program needs can be met with existing resources please include this assumption in comments						
Lab Operating Costs -Salary						
Lab Operating Costs -Non-Salary						
Specialized IT (software/hardware)						
Specialized IT Support						
Library (see Library Assessment Template -Appendix B)						
Marketing - Ongoing specific to Program	15,000	15,000	15,000	15,000	15,000	
Admin Support Staff	7,500	7,500	7,500	7,500	7,500	
Other						
Capital						
Total Ongoing Operating Costs	110,838	110,838	110,838	110,838	110,838	

Program Proposal Feasibility Assessment Request Form

Please note this request form, when completed, will be part of the Concept document submitted to Senate, and part of the submission to the Ministry of Advanced Education (AVED).

Please complete each cell in the right hand column. If you have any questions, please contact IAP at <iap@kpu.ca>.

When completed, please email a copy to <iap@kpu.ca> & <lori.mcelroy@kpu.ca>.

Date assessment required <i>Note: IAP generally needs at least a month notice to do a feasibility assessment.</i>	August 23 rd , 2017
Name of person to contact for additional information	Kent Mullinix, Institute for Sustainable Food Systems # 604-612-1252
OVERVIEW	
Academic unit offering proposed program <i>Specify Faculty and department or unit within the Faculty that will deliver the program</i>	Faculty of Arts
Name of proposed program <i>(include all related programs, such as minors)</i>	Graduate Certificate in Sustainable Food Systems and Security (SFSS)
Classification of Instructional Program (CIP) http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVDPPage1&db=imdb&dis=2&adm=8&TV=127939 <i>(Please provide a 6-digit number. Contact IAP for assistance if required)</i>	30.3301 - - Sustainability studies
Program development/revision status <i>Indicate whether this is a new program or a revision of an existing program</i>	New Program

PROGRAM DESCRIPTION & STRUCTURE

Description of discipline

In two or three sentences, provide an overview of the discipline.

Food systems and issues of food security have, in recent times, risen to the forefront of sustainability discourse, research and community based action. This has occurred in response to the grievous outcomes from the imposition of neo-liberal globalization of the food system (inputs, production, processing, storage, distribution, sales and waste). Our food system has become, over the last six decades, increasingly industrialized, input and capital intensive, consolidated, and under the hegemonic control of a few transnational corporations. Outcomes include the production of enough food for every person on earth while 1/6th of the population is undernourished and another 1/6th is overfed leading to epidemic of food related disease (e.g. starvation, obesity, coronary heart disease, childhood onset diabetes), unsustainable dependence on fossil fuels, profligate greenhouse gas emissions and other forms of environmental destruction, and the economic and social marginalization of agriculture, agriculturists and agriculture communities. It has not alleviated food insecurity in Canada or elsewhere. Additionally it is fully recognized that climate change as well as resource (arable land, water, energy) limits will have a profound effect on agriculture and food security. Twenty-first century food systems must respond to these challenges. This graduate certificate focuses on understanding the social, environmental and economic dimensions of sustainable food systems appropriate to meet the challenges of the 21st century and preparation of sustainable food system and food security advocates, leaders and builders, who work or will work in a myriad of professional capacities concerned directly and indirectly with this foundational and fundamentally critical element of our society and economy.

<p>Program description</p> <p><i>In approximately 300-500 words, provide an overview of the proposed program, including:</i></p> <ul style="list-style-type: none">• <i>its relationship to the discipline (i.e. focus of program),</i>• <i>program objectives (list 3-5), and</i>• <i>key learning outcomes (list 3-5)</i> <p><i>Please be specific.</i></p>	<p>The Sustainable Food Systems and Security (SFSS) program is a research informed curriculum with sustainability at its core. This program is a multi-disciplinary program geared to train change-makers. The curricula will be dynamic, up to date and adaptable to new ideas and needs. It is led by faculty with terminal degrees in their fields of expertise and actively involved in applied knowledge creation and mobilization.</p> <p>This 18-credit program is for a breadth of professionals seeking professional development as well as for entry level professionals; anyone seeking to learn about the food, environment and society from a systems perspective.</p> <p>The key program objectives are-</p> <ul style="list-style-type: none">• To impart a comprehensive understanding of the sustainability challenges in our contemporary food system.• To imbue students with an understanding of emerging research and knowledge around sustainable food systems.• Train change-makers; prepare builders and leaders to implement effective and innovative strategies to advance sustainable food systems.
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<p>Program concentrations</p> <p><i>Provide an overview of the number of credits in the subject concentration(s) that will be included in the program.</i></p> <p>Total number of credits in the subject concentration (s) – please specify the subject concentration(s)</p> <ul style="list-style-type: none"> • Number of credits in the subject concentration(s) that will be taken at the lower levels (level 1 & 2) • Number of credits in the subject concentration(s) that will be taken at the upper levels (level 3 & 4) <p><i>Note: A program may have more than one subject concentration – for example, an equal number of general management/ leadership courses and supply chain management courses.</i></p> <p>Optional: If available, a list of required and elective courses for the program may be included.</p>	<p>Total program credits: 18</p> <p>Part 1 (12 credits)</p> <p>A Our Food System and Sustainability: 1 credit</p> <p>B Environment and Food Systems: 4 credits</p> <p>C Food System Economics: 3 credits</p> <p>D Food Systems and Society: 4 credits</p> <p>Part 2 (6 credits)</p> <p>E Creating Our Food System Future: 4 credits</p> <p>F Capstone Project: 2 credits</p>
<p>PROGRAM INFORMATION</p>	
<p>Proposed credential(s) to be granted</p>	<p>Graduate Certificate</p>
<p>Expected time to complete (in terms)</p>	<p>1 Year</p>
<p>Total number of credits required</p>	<p>18 credits</p>
<p>Type of intake</p> <p><i>Open intake (Faculty admission) or Limited intake (Program/cohort admission)</i></p>	<p>Limited Intake</p>
<p>Entry options</p> <p><i>Please describe the alternate ways to enter the program with advanced standing, such as bridging, transfer credit and Prior Learning Assessment & Recognition (PLAR).</i></p>	<p>None</p>
<p>Laddering options</p> <p><i>Does this program ladder from, or to, other KPU programs? Y/N. If yes, please specify.</i></p>	<p>No</p>
<p>Program delivery options</p> <p><i>Please indicate Y/N for the below options. If Y, please provide a brief description (i.e. all core courses scheduled for the weekday evenings)</i></p> <p>Part-time delivery</p>	<p>Yes- courses must be taken sequentially but are not required to be taken all at the same time. This will allow working professionals to complete the certificate program at their own pace.</p>

Evening/weekend delivery	No
Online delivery (complete or partial)	Yes – All courses will be developed for online delivery
Other alternate delivery	No
Co-op education program / practicum / clinical practice, etc. available? <i>Y/N. If yes, please specify.</i>	No
Community engagement / experiential learning opportunities for students? <i>Y/N. If yes, please specify.</i>	Yes – Capstone project
Certification of graduates / accreditation of program? <i>Y/N. If yes, please name the agency and describe the standards which must be met.</i>	No
Cost-recovery program? <i>Y/N. If yes, provide proposed tuition for domestic and international students. (If this information is not available at this stage, IAP can provide a draft assessment which will be updated upon receipt of tuition information).</i>	No
INFORMATION FOR COMPETITIVE ASSESSMENT <i>(Please note the information provided in this section will be used by IAP in the assessment of the proposed program.)</i>	
Related programs at other postsecondary institutions <i>Please provide the name(s) of related/most closely related program(s) and institution(s)</i>	<ul style="list-style-type: none"> • Integrated Studies in Land & Food Systems (MSc & PhD); UBC • Master of Land and Water Systems (Professional Masters); UBC • M.Sc. Food, Agriculture and Resource Economics; University of Guelph

<p>Unique aspects of the program/ program strengths</p> <p><i>Describe the unique aspects of the program (in terms of curriculum, unique experiential learning options, delivery, etc.). Why would potential students want to take the program at KPU? Please be specific.</i></p>	<ul style="list-style-type: none"> • Builds on the reputation KPU has built over the last 10 years as a Canadian academic leader in sustainable agriculture and food systems and our unique, cutting edge education, applied research and extension programming (BSc Sustainable Agriculture, Tsawwassen Farm School, Richmond Farm School, and Institute for Sustainable Food Systems). • Will focus on broad range of professionals including planning, economic development, community activist, NGOs, education (all levels), business, health, social work, food sector business etc. • Will focus on professional entry level preparation as well as professional development for established professions. • Will articulate with the Royal Roads University (RRU) Master of Arts- Interdisciplinary Studies program (affording opportunity to earn an MA degree). • Is constructed and taught by an interdisciplinary team focused on systems and holistic perspectives. • Capstone course will require place-based community engagement which can tie directly into the RRU MA degree research requirement. • All courses will be coherently designed for online delivery. Students around the world will be able to enroll in this program.
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INFORMATION FOR STUDENT DEMAND ASSESSMENT

(Please note the information provided in this section will be used by IAP in the assessment of the proposed program.)

<p>Current KPU Students</p> <p><i>Would current students at KPU be interested in the program? Y/N. If yes, what programs are those students currently in? Why would they be interested in the program?</i></p>	<p>Yes – graduates of sustainable agriculture, policy studies, NGO and non-profit studies, design, health sciences, geography, horticulture, social sciences. Interest in and the advancement of sustainable food systems and food security far transcends agriculture (agronomy, horticulture and animal science). Much of the work and movement is led by persons/ professionals educated and working outside of agriculture per say. The food system is a foundational and cross cutting aspect of sustainable society, and as such many food systems leaders and builders have training in disciplines within Arts and other Faculties- that is to say there is (and is needed) a breadth of expertise being brought to bear on this challenge of sustainable food systems and food security.</p>
<p>Related programs at KPU</p> <p><i>Provide the name(s) of related program(s) offered at KPU (regardless of credential), even those that the proposed program will replace.</i></p>	<p>Bachelor of Applied Science in Sustainable Agriculture, Bachelor of Horticulture, Major in Urban Ecosystems, or any relevant Bachelor of Arts degree (e.g., Geography, Anthropology, Sociology, Psychology, Economics, etc.)</p>

<p>Programs that could articulate with proposed program</p> <p><i>List programs (and institution) that you anticipate could articulate with the proposed program</i></p>	<p>This program will be formally articulated with the Royal Roads University's Master of Arts Interdisciplinary Studies program. RRU will require MAIS- Sustainable Food Systems and Food Security option degree seeking students to complete this KPU certificate to satisfy requirements for the degree.</p>
<p>INFORMATION FOR LABOUR MARKET ASSESSMENT</p> <p><i>(Please note the information provided in this section will be used by IAP in the assessment of the proposed program.)</i></p>	
<p>Main skills graduates will have upon completion of the program (be specific)</p>	<p>Graduates will leave the program with the ability to –</p> <ul style="list-style-type: none"> • Understand the sustainability challenges of our current food system. • Appreciate the difference between a reductionists approach and a holistic approach to food systems. • Implement effective and innovative strategies to advance sustainable food systems. • Link and integrate environmental science and environmental stewardship with food systems. • Define and analyze monetary flows, economic drivers and economic models inherent in and impacting the sustainability of food systems and food security. • Understand the health, community, culture and security aspects of food systems. • Understand and be able to develop effective policies and conceive of community/ region/ nation based solutions to advance suitability in all aspects of food system.
<p>Sectors/ types of employers that would <u>most likely</u> hire new graduates (list at least 3 and please be specific – e.g. municipal government, biotechnology firms, conservation agencies, etc.)</p>	<ul style="list-style-type: none"> • Planners/policy makers • Public educators and academics • NGOs • Chefs • Private sector innovators • People working in the new food system technology sectors • Economic development agencies • Agriculture/ food system business • Municipal and provincial government agencies focused on agriculture, food and economic/ community development

<p>Occupations and job titles for which <u>new graduates</u> of the program would be qualified <i>(What jobs are the program preparing students for? Please list 5-10 specific occupations).</i></p>	<ul style="list-style-type: none">• Municipal/ Regional District Planner• Policy Analyst• Agriculture/ Food System Consultant• Educator- K-12• Academic/ researcher- post-secondary• Entrepreneur• NGO staff• Government staff (e.g. Ministry of Agriculture, Ministry of Trade, Jobs and Economic Development)• Extension agent• Social/ Community Development professional• Food system professional
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Feasibility Assessment for the Proposed Graduate Certificate in Sustainable Food Systems and Security (SFSS)

Prepared by the Office of Institutional Analysis & Planning
Kwantlen Polytechnic University
December 12, 2017
Revised on April 19, 2018

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List of Abbreviations

ALR: Agricultural Land Reserve

ATD: The Association for Talent Development

FAO: Food and Agriculture Organization of the United Nations

GHG: Greenhouse gases

IoT: The Internet of things

ISFS: Institute for Sustainable Food Systems

KPU: Kwantlen Polytechnic University

MA: Master of Arts

MOOCs: Massive Open Online Courses

RRU: Royal Roads University

SFSS: Graduate Certificate in Sustainable Food Systems and Security

SOIL: STEWARDS OF IRREPLACEABLE LAND

SWBC: Southwest British Columbia

UBC: The University of British Columbia

Summary of Assessment

The purpose of this report is to assess the labour market need, competitive environment, and student demand for the proposed Graduate Certificate in Sustainable Food Systems and Security (SFSS). Conclusions provided at the end of each chapter are duplicated below.

Description of KPU's Proposed Program¹

The proposed Graduate Certificate in Sustainable Food Systems and Security is an 18-credit program designed for individuals from a range of academic and professional backgrounds. Students of the program will have the opportunity to explore the complex issues and relationships between food, environment, and society from a systems perspective. As such, the program will serve anyone with a keen interest in food issues, alleviation of food insecurity, sustainable food systems, and food policy.

The key objectives of the program are:

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

As the program may be taken part-time, it is suitable for working professionals. All courses will be offered online, which will allow interested individuals from all around the world to enroll in the proposed program.

The proposed program will be formally articulated with the Master of Arts in Interdisciplinary Studies program at Royal Roads University, giving graduates of the program the opportunity to earn credits toward an MA degree.²

Labour Market Demand Assessment

The trends toward a global economy has changed the food production and distribution patterns remarkably in the second half of the 20th century. For the past 60 years, growing demand for food has been satisfied through intensifying and industrializing production systems and expanding farming areas.³ Today, the majority of farmland is dominated by modern industrial agriculture, a system of chemically intensive food production, featuring massive single-crop farms and animal production facilities. Although the food system⁴ that feeds us today produces more than enough calories to feed

¹ Source: Program Proposal Feasibility Assessment Form.

² Applicants from the Graduate Certificate in Sustainable Food Systems and Security will be eligible to transfer credits into the Master of Arts in Interdisciplinary Studies program at RRU, provided all other program admission criteria are met and space remains available.

³ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

⁴ "A food system is an interconnected web of activities, resources and people that extends across all domains involved in providing human nourishment and sustaining health, including production, processing, packaging, distribution, marketing, consumption and

the world, 1.2 billion people are still food insecure and 1 million children starve to death annually⁵ because of the inequitable production and distribution systems of the modern industrial agriculture.⁶

Modern industrial agriculture techniques are taking a huge toll on the environment by destroying bio diverse habitats, polluting waterways, depleting ground water supplies, degrading soil, and contributing to global warming.⁷ In addition, every year, one-third of the global food production is lost or wasted post-harvest.⁸ Moreover, modern industrial agriculture exposes farmers to more risk and decreases profits because the cost of production is much higher.⁹

The agriculture sector in B.C. is characterized by limited land base, high number of small, family-owned farms, and an aging farmer population. Urban population growth as well as the real estate speculation of farmland put significant pressures on B.C.'s family-owned farms. Moreover, B.C.'s farmers have to compete with overseas producers for the B.C. and Canadian markets.¹⁰ In addition to the growing farmland access challenges and increasing global competition, there has been an ongoing decline in the number of farmers under 35, which indicates that there is an insufficient number of upcoming farmers to replace an aging farming population in B.C.

Approximately 3,720 job openings are forecasted between 2015 and 2025 for agriculture jobs that require at least some post-secondary education such as managers in agriculture/horticulture, agriculture service contractors and farm supervisors, and agricultural representatives, consultants, and specialists. Of these job openings, 97% will be due to replacement demand as a result of retiring workers and death and 3% will be due to new jobs that result from economic growth.¹¹ Note that this forecast is based on the needs of today's modern industrial agriculture. According to Heinberg (2006), a minimum of 40 to 50 million additional farmers will be needed in Canada and the USA over the next 20 to 30 years as oil and gas availability declines and transformation to small scale, ecologically intensive, alternate market, and community-focused farming occurs.¹²

The movement for sustainable agriculture and regional food systems is gaining momentum as people are increasingly paying attention to where their food comes from and what it is doing to their bodies and the planet and advocacy groups are increasingly influencing policy makers. The Food and Agriculture Organization (FAO) of the United Nations as well as several other international non-governmental organizations are calling for a paradigm shift towards sustainable agriculture and family farming to put agriculture, forestry, and fisheries on a more sustainable and productive long term path.¹³

disposal of food." The Future of Our Food System: Summary of the Southwest BC Bioregion Food System Design Project © 2016 by Institute for Sustainable Food Systems at Kwantlen Polytechnic University.

⁵ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

⁶ Chloe Farand. (March 7, 2017). 'Aggressive' firms peddling myth pesticides are needed to feed world condemned by UN. <http://www.independent.co.uk/news/science/pesticides-feed-world-lobby-un-human-rights-council-report-a7615931.html>

⁷ Lester R. Brown. (2012). Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. <http://www.earth-policy.org/books/fpep>

⁸ The Economist Intelligence Unit. (nd). Fixing Food: Towards a More Sustainable Food System.

⁹ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

¹⁰ Business Council of British Columbia. (2009). Profile and Outlook for the BC Agri-food Industry.

¹¹ BC 2025 Labour Market Outlook. <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.pdf.aspx>

¹² Richard Heinberg. (2006). Fifty Million Farmers. <http://www.resilience.org/stories/2006-11-17/fifty-million-farmers/>

¹³ FAO. (2016). The State of Food and Agriculture: Climate Change, Agriculture, and Food Security.

Food security is a complex sustainable development issue, linked to health, but also to sustainable economic development, environment, and trade.¹⁴ Ensuring food security requires cooperation between the private and public sectors, civil society, and across multiple disciplines. There will be a growing need for specialists from the various areas that impact food security as well as professionals who can facilitate cooperation across multiple stakeholders to tackle the many barriers to feeding the world. As demand for food is projected to increase by 60 percent over the next 30 years, opportunities for individuals with a multi-disciplinary background and a graduate degree in sustainable food systems and food security are expected to be on the rise.¹⁵

Small scale, locally oriented, ecologically sound, and economically viable farms are integral to the advancement of a sustainable food system.¹⁶ The aging and declining farmer population, growing land use pressures, the projected growth in demand for food and diminishing resources indicate that the agriculture sector in B.C. will need experts and leaders trained to address the challenges posed by the modern industrial agriculture and implement food systems that maximize regional self-reliance, skills KPU's proposed program is designed to provide.

Overall, the information suggests graduates from KPU's proposed Graduate Certificate in Sustainable Food Systems and Security will have very good employment prospects upon graduation.

Competitive Assessment

No public or private postsecondary education institution in B.C. offers a *graduate certificate* with a focus on sustainable food systems and food security. The University of British Columbia's Faculty of Land and Food Systems offers a M.Sc. in Integrated Studies in Land & Food Systems with a focus similar to that of the proposed program. However, the UBC program is more theoretical than the proposed program, does not offer flexible delivery options, and takes longer to complete, given it's a masters degree. There are no other similar programs in B.C.

The proposed program is unique both provincially and nationally and will contribute to the economic strength of the province by producing graduates with *applied skills* and expertise not provided by existing programs. Overall, the information examined suggests that KPU's proposed Graduate Certificate in Sustainable Food Systems and Security, with its strong emphasis on sustainable food systems and food security, which is considered to be one of the greatest challenges of the 21st century, focus on working professionals, and online delivery option would fill unmet workforce needs that cannot be addressed by other programs in B.C.

Student Demand Assessment

The existing body of knowledge in almost every field is expanding at an accelerating rate. Half of what we know today was not known 10 years ago. Human knowledge is currently doubling every 13 months

¹⁴ Columbia University Career Services. (2015). Career Opportunities in Food Security.

¹⁵ Columbia University Career Services. (2015). Career Opportunities in Food Security.

¹⁶ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

but it is soon expected to double every 11 hours with the expansion of the Internet of Things (IoT).¹⁷ Similarly, the speed at which today's economy, and by extension the job market, is developing is also faster than ever before. In many occupations it has become integral to acquire new knowledge and skills as established ones become obsolete.¹⁸ To remain competitive, today's professionals need career-focused education throughout their working lives.

Between 2011 and 2016 censuses, the population in the KPU region grew by 8%, compared to 6% in B.C. as a whole.¹⁹ According to BC Stats, the KPU region is projected to grow by 16% between 2017 and 2027, compared to 12% for B.C. By 2037, the difference in growth rates will be even greater, with an increase of 31% in the KPU region compared to 22% in B.C.²⁰ The growth rate for 30-34, 35-39, and 40-44 age groups is expected to be significantly greater than the younger age groups. This trend indicates that the attention of post-secondary institutions will need to shift toward meeting the needs of the growing older adult population because of the increasing number of mid-career adults seeking specific learning to help advance or change their careers. In order to meet this growing demand for lifelong reskilling, post-secondary education institutions are being forced to rethink their program offerings and to connect education and employment in new ways such as offering new types of credentials and low-cost online versions of on-campus graduate programs.

B.C. with its varied topography and climatic zones is the most agricultural diverse region in Canada producing over 200 major primary agriculture products.²¹ The agriculture sector plays a significant role in the KPU Region. There are 60,554 hectares of ALR land within the Greater Vancouver Regional District;²² 47,092 hectares or 78% is within the KPU Region.²³ ALR land makes up a significant portion of the land mass in the KPU region, ranging from 78% in the Township of Langley to 39% in Richmond.

Food security is a complex sustainable development issue and one of the biggest challenges of the 21st century and it is increasingly being recognized as vital to humanity's sustainability. The movement for sustainable agriculture and regional food systems is gaining momentum as people are increasingly paying attention to where their food comes from and what it is doing to their bodies and the planet and advocacy groups are increasingly influencing policy makers. Local food systems maximize regional food self-reliance, enhance the economy, and address environmental issues such as GHGs, biodiversity, etc.²⁴ There is public support and a growing demand for locally grown food in B.C. A 2014

¹⁷ Jeffrey J. Selingo. (2017). The Future of the Degree: How Colleges Can Survive the New Credential Economy. The Chronicle of Higher Education.

¹⁸ The Economist Special Report: Lifelong learning is becoming an economic imperative. <https://www.economist.com/news/special-report/21714169-technological-change-demands-stronger-and-more-continuous-connections-between-education>

¹⁹ The population growth in the KPU region has slowed down between 2011 and 2016 censuses. Between 2006 and 2011, the population in the KPU region grew by 13%, compared to 7% in BC as a whole.

²⁰ The July 2016 Population Forecast provides a forecast of the size as well as the age and structure of the population of British Columbia from 2015 to 2041. The base population for the forecast is the July 1, 2015 postcensal population estimate by sex and single year of age for British Columbia, prepared by Statistics Canada.

²¹ Government of British Columbia. (2017). Agriculture & Seafood. <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood>

²² BC Ministry of Agriculture. (2013). Land Use Inventory Report: Township of Langley. https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/agricultural-land-and-environment/strengthening-farming/land-use-inventories/tol_lui2010rprt_2013-08-20_final_v2.pdf

²³ Government of British Columbia Land Use Inventory Reports for Surrey, the Township of Langley, the Corporation of Delta and City of Richmond website.

²⁴ Jeffrey K. O'Hara. (2011). Market Forces: Creating Jobs Through Public Investment in Local and Regional Food Systems. <http://sustainableagriculture.net/wp-content/uploads/2011/08/market-forces-report.pdf>

survey reported that 92% of B.C. residents believe local food production and reduction of food imports is very important and that respondents considered food and farming to be the second most important land use in the province after natural fresh water systems.²⁵ There are many policy and investment decisions to be made to lead B.C. and the world in the direction of food security. The fact that there is limited food systems programming in B.C. and Canada indicates an increasing need for employees with the skills KPU's proposed program designed to provide, which should contribute to the positive demand for the program.

Working professionals in need of upgrading/reskilling are target audience for the proposed program. These students often face unique challenges, including juggling work, family, and study. The online course delivery option²⁶ makes the proposed program ideal for working professionals.

The proposed program offers significant benefits not only for future students, but also for existing KPU students, who want to work in the rapidly expanding field of food security, by providing them the option to continue their studies at the graduate level at KPU.

Overall, the evidence suggests that there will be very good demand for KPU's proposed Graduate Certificate in Sustainable Food Systems and Security.

²⁵ McAllister Opinion Research. (2012). BC Public Attitudes Toward Agriculture and Food 2014. <http://www.refbc.com/sites/default/files/BC-Poll-Agriculture-and-Food-Detailed-Topline-Report-Aug-2014-PUBLIC.pdf>

²⁶ All of the courses will be offered on-campus and online. Students may complete the program full-time or part-time.

1. Labour Market Demand

Food security is a complex sustainable development issue, linked to health, but also to sustainable economic development, environment, and trade.²⁷ Ensuring food security requires cooperation between the private and public sectors, civil society, and across multiple disciplines. There will be a growing need for specialists from the various areas that impact food security as well as professionals who can facilitate cooperation across multiple stakeholders to tackle the many barriers to feeding the world. As demand for food is projected to increase by 60 percent over the next 30 years, opportunities for individuals with a multi-disciplinary background and a graduate degree in sustainable food systems and food security are expected to be on the rise.²⁸

Graduates of food security programs generally find work with the following:²⁹

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

The most current occupational classification system does not include employment projections specific to occupations in sustainable agriculture and food security. In addition, due to the multi-disciplinary nature of the field, there are a wide range of occupational groups that may be relevant to this program. Hence, rather than focus on specific occupations, this section discusses the drawbacks of modern industrial agriculture, the state of agriculture in B.C., and the overall labour market demand in B.C. in the coming decade.

Meeting the World's Food Needs

It is generally accepted that the history of agriculture began around 11,000 years ago when humans transitioned from a nomadic hunter-gatherer lifestyle to agrarian societies by settling and farming in the regions of the world with stable climate and high quality soil.³⁰ The trends toward a global economy has changed the food production and distribution patterns remarkably in the second half of the 20th century. For the past 60 years, growing demand for food has been satisfied through intensifying and industrializing production systems and expanding farming areas. These changes have led to the creation and growth of huge multinational corporations that have replaced the hundreds of thousands of small businesses and farmers in the agriculture sector all around the world.³¹ Today, the majority of farmland is dominated by modern industrial agriculture, a system of chemically intensive food production, featuring massive single-crop farms and animal production facilities. Although the food

²⁷ Columbia University Career Services. (2015). Career Opportunities in Food Security.

²⁸ Columbia University Career Services. (2015). Career Opportunities in Food Security.

²⁹ Ryerson University. The Chang School of Continuing Education. Career Resources. <http://ce-online.ryerson.ca/ce/default.aspx?id=2109>

³⁰ Lester R. Brown. (2012). Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. <http://www.earth-policy.org/books/fpep>
Tia Ghose (July 5, 2013). Evidence of Ancient Farming in Iran Discovered. <https://www.livescience.com/37963-agriculture-arose-eastern-fertile-crescent.html>

³¹ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

system³² that feeds us today produces more than enough calories to feed the world, 1.2 billion people are still food insecure and 1 million children starve to death annually³³ because of the inequitable production and distribution systems of the modern industrial agriculture.³⁴ “We now have a global food system that is impervious to true consumer interests. Food is produced, processed and distributed almost entirely to meet the short-term business interests of the global food firms.”³⁵

The current food system is facing unprecedented challenges. Food production needs to grow by 60% by 2050 to meet the expected demand from an anticipated population of 9 billion.³⁶ “In British Columbia, Canada, as elsewhere, there is a growing awareness that the combined effects of peak oil, peak water, climate change, rapid urbanization, continued population growth, loss of farms and farmers as well as the current status, configuration and dominance of conventional industrial agriculture may threaten food security and ultimately result in an agri-food system that is unsustainable.”³⁷

Modern industrial agriculture techniques are taking a huge toll on the environment by destroying bio diverse habitats, polluting waterways, depleting ground water supplies, degrading soil, and contributing to global warming.³⁸ One of the reasons for the current food system's unsustainability is the damage modern industrial agriculture does to the soil. It relies heavily on chemical inputs such as synthetic fertilizers and pesticides. Synthetic fertilizers boost farm yields but kill beneficial microorganisms in the soil and destroy soil's natural makeup, resulting in less nutritious fruits and vegetables.³⁹ Lands used for farming have been substantially affected by soil erosion due to overgrazing, urbanization, deforestation, techniques and machinery used by modern industrial agriculture. “Now, nearly a third of the world's cropland is losing topsoil faster than new soil is forming, reducing the land's inherent fertility.”⁴⁰

In addition, the earth's climate is now in a constant state of flux, making it both unreliable and unpredictable. The earth's temperature has increased by about 0.8° Celsius (1.4° Fahrenheit) since 1880. Two-thirds of the warming has occurred since 1975, at a rate of 0.15-0.20°C per decade.⁴¹ The earth's average temperature is projected to rise between 2 and 9.7°F (1.1 to 5.4°C) by the end of this century mainly because of the carbon dioxide and other heat-trapping greenhouse gases (GHG) that

³² “A food system is an interconnected web of activities, resources and people that extends across all domains involved in providing human nourishment and sustaining health, including production, processing, packaging, distribution, marketing, consumption and disposal of food.” The Future of Our Food System: Summary of the Southwest BC Bioregion Food System Design Project © 2016 by Institute for Sustainable Food Systems at Kwantlen Polytechnic University.

³³ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

³⁴ Chloe Farand. (March 7, 2017). ‘Aggressive’ firms peddling myth pesticides are needed to feed world condemned by UN. <http://www.independent.co.uk/news/science/pesticides-feed-world-lobby-un-human-rights-council-report-a7615931.html>

³⁵ F. Kirshenmann. (2003). Leopold Center for Sustainable Agriculture Iowa State University in Mullinix. (2011). Toward a Viable 21st Century Agri-food System. https://www.kpu.ca/sites/default/files/downloads/Towards_a_Viable_21st_Century_Agri-Food_System20153.pdf

³⁶ FAO. (2016). The State of Food and Agriculture: Climate Change, Agriculture, and Food Security.

³⁷ Kent Mullinix (January 22, 2010). HEAL Chat: Bio regional Food Systems and Municipal Enabled Agriculture.

³⁸ Lester R. Brown. (2012). Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. <http://www.earth-policy.org/books/fpep>

³⁹ Richard Douthwaite. (1996). Short Circuit. https://archive.org/stream/Short_Circuit/Short_Circuit_djvu.txt

⁴⁰ Lester R. Brown. (2012). Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. <http://www.earth-policy.org/books/fpep>

⁴¹ NASA Earth Observatory. (n.d.). Global Temperatures.

<https://earthobservatory.nasa.gov/Features/WorldOfChange/decadaltemp.php>

human activities produce.⁴² Higher temperatures result in melting of mountain glaciers, bring more drought, and fuel wildfires. Unfortunately, modern industrial agriculture is a major contributor to global warming through GHG from activities such as methane emission from livestock, soil treatment, and deforestation. One-fifth of greenhouse gas emissions are generated by agriculture, forestry, and land-use change.⁴³ It is also one of the main users of fossil fuels, thus contributing further to GHG emissions. Oil and other fossil fuels used extensively in modern agriculture are non-renewable. Several alternative energy options are available; however, these options are yet to reach a level of efficiency that can compete with fossil fuels.⁴⁴ In any case, the depletion of underground water supplies poses a greater threat to humanity than the depletion of oil resources. There is no substitute for water and the food production is exceedingly water-intensive. “As adults, each of us drinks nearly 4 liters of water a day in one form or another. But it takes 2,000 liters of water—500 times as much—to produce the food we consume each day.”⁴⁵

In addition, every year, one-third of the global food production is lost or wasted post-harvest. “There is nowhere else in society where we tolerate 40% inefficiency in anything,” says John Mandyck, the chief sustainability officer for United Technologies Corporation, an American conglomerate. “And yet we have come to accept 40% loss in something so important: food, the thing that sustains the human race. We need to try to help people to understand the scale and that this is an issue we can solve.”⁴⁶ Reducing food loss and waste would improve the efficiency of the food system and reduce greenhouse gas emissions and the pressure on natural resources.⁴⁷

Moreover, modern industrial agriculture exposes farmers to more risk and decreases profits because the cost of production is much higher.⁴⁸

The Food and Agriculture Organization (FAO) of the United Nations as well as several other international non-governmental organizations are calling for a paradigm shift towards sustainable agriculture and family farming to put agriculture, forestry, and fisheries on a more sustainable and productive long term path. Such a transformative change in agriculture and food systems will require drastic changes in policy frameworks in every country and international cooperation to facilitate information and knowledge sharing and to conserve agro biodiversity.⁴⁹

⁴² David Herring. (March 6, 2012). Climate Change: Global Temperature Projections. <https://www.climate.gov/news-features/understanding-climate/climate-change-global-temperature-projections>

⁴³ FAO. (2016). The State of Food and Agriculture: Climate Change, Agriculture, and Food Security.

⁴⁴ Richard Heinberg. (2006). Fifty Million Farmers.

<http://www.centerforneweconomics.org/publications/lectures/heinberg/richard/fifty-million-farmers>

⁴⁵ Lester R. Brown. (2012). Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. <http://www.earth-policy.org/books/fpep>

⁴⁶ The Economist Intelligence Unit. (nd). Fixing Food: Towards a More Sustainable Food System.

⁴⁷ FAO. (2016). The State of Food and Agriculture: Climate Change, Agriculture, and Food Security.

⁴⁸ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

⁴⁹ FAO. (2016). The State of Food and Agriculture: Climate Change, Agriculture, and Food Security.

Demographic and Structural Trends in B.C. Agriculture

Farm Numbers and Size

The Canadian agriculture sector has experienced a decline in number of farms and farm operators over time. The 2016 Census of Agriculture counted 17,528 farms in British Columbia, down 11% from 2011 and almost double (-6%) the decline nationally. In 2016, British Columbia ranked fifth among the provinces in number of farms, accounting for 9% of the total farms in Canada.

B.C. is unique in that it has a significantly higher portion of small farms compared to Canada. In 2016, over 40% of farms were small (less than \$10,000 in receipts), which is more than double the national average for this size of farm.⁵⁰

The farming population constituted a small proportion of the total population at 1.5% in B.C. compared to 2% in Canada in 2011.⁵¹

Age of Farm Operators

The average age of farm operators has been increasing; in 2016, 59% of B.C. farm operators⁵² were over 55 years old – up from 54% in 2011 – while only 7% were under 35.⁵³ The knowledge, experience and assets of existing farmers are an extremely valuable resource. However many farmers are now nearing retirement and there are insufficient new entrants into the industry to replace them.

The future of farming in B.C. is dependent on the next generation of farmers. The young people who want to venture into farming are generally interested in ecological farming and producing food for local markets⁵⁴ and would be interested in KPU's proposed program. Moreover, well-trained young farm managers could improve the efficiency of agricultural resources that are in the hands of an ageing population who are unable to fully capitalise on the sustainable approaches to farming and the increasing pace of technical change.

Real Estate Speculation of Farmland

The Agricultural Land Reserve (ALR) was established in 1973 to protect 4.6 million hectares of farmland across the province. The ALR policy has restrictions on land use but it does not have any mechanisms

⁵⁰ Statistics Canada 2016 Census of Agriculture (May 2017). Small farms and direct marketing play a large role in British Columbia. <http://www.statcan.gc.ca/pub/95-640-x/2016001/article/14809-eng.htm>

⁵¹ Statistics Canada (March 2016). 2011 Census of Agriculture Highlights and Analysis. <http://www.statcan.gc.ca/eng/ca2011/ha>

⁵² There are limitations to using census data for farm demographics because it is inclusive of farm operators - persons responsible for the management decisions made for an agricultural operation- and does not capture everyone working in agriculture.

⁵³ Statistics Canada 2016 Census of Agriculture (May 2017). Small farms and direct marketing play a large role in British Columbia. <http://www.statcan.gc.ca/pub/95-640-x/2016001/article/14809-eng.htm>

⁵⁴ BC Farms & Food. (June 2017). Who Are the 21st Century Farmers? <http://bcfarmsandfood.com/who-are-the-21st-century-farmers/>
National Observer. (March 2016). Vandana Shiva's organic food advocacy inspires BC farmers. <https://www.nationalobserver.com/2016/03/05/opinion/vandana-shivas-organic-food-advocacy-inspires-bc-farmers>

to make sure that the protected land is used primarily for farming.⁵⁵ Even the perception that land might be removed from ALR can drive the price of farmland beyond the reach of farmers.

According to an agricultural land use inventory conducted by the B.C. Ministry of Agriculture in 2010 and 2011, only 56% (34,147 hectares) of ALR in Metro Vancouver⁵⁶ were being used for farming,⁵⁷ The cost of farmland has risen above its agricultural value in Metro Vancouver due to non-farm uses and speculative holdings of farmland for future urban development, which pose a significant hurdle to the next generation of farmers entering the business.⁵⁸

Census data on farmland shows a rising proportion of land that is rented by farmers and a declining proportion of land that is owned by farmers in B.C. and across Canada. The report attributes this shift to the rising value of farmland, increasingly capital intensive agriculture, and the growing number of retired farmers.⁵⁹

Employment Outlook⁶⁰

The Canadian labour force is aging rapidly with the result that skill shortages due to replacement demand are expected in all sectors of the Canadian economy. Between 2015 and 2025, 934,000 job openings are expected to be created in B.C.;⁶¹ 69% of these will be to replace retiring workers. Replacement demand will be important in every major occupational group in B.C. As older employees retire, B.C. employers will face an “experience gap” – a loss of managerial and supervisory capacity.⁶² Over this time period, market growth is expected, reflecting a robust and diverse economy.

Of the 934,000 job openings projected in B.C. by 2025, 42% are expected to be in occupations requiring a diploma, certificate, or apprenticeship training. Over a third (36%) are expected to be in occupations that require a bachelor's, graduate or first professional degree,⁶³ and/or significant work experience. While 78% of expected job openings will most likely require a post-secondary credential, only 65% of B.C. residents between the ages of 25 and 64 have obtained a post-secondary credential.⁶⁴

Between 2015 and 2025, the overall employment growth in the agriculture industry is projected to be 0.2% compared to 1.2% for all industries. Note that productivity enhancing technologies and better equipment enable medium to large agricultural companies to increase output while decreasing employment for general farm workers. Approximately 3,720 job openings are forecasted between

⁵⁵ Provincial Agricultural Land Commission. <http://alc.gov.bc.ca>

⁵⁶ The study took place in 18 of the 24 local authorities that comprise Metro Vancouver.

⁵⁷ The BC Ministry of Agriculture. (March 2014). Growing Knowledge: Land Use Inventory Report

⁵⁸ Graeme Wood. (April 22, 2016). Richmond News: Real Estate Speculation threatens future of Metro Vancouver Farmland.

⁵⁹ Statistics Canada. (2012a). 2011 Census of Agriculture Highlights and Analysis: Get to know Canadian farmers and their families. <http://www.statcan.gc.ca/eng/ca2011/ha#a1-1>

⁶⁰ Government of British Columbia. British Columbia 2025 Labour Market Outlook. (Accessed March 2017).

⁶¹ The forecast does not include the impact of potential future LNG investments.

⁶² The Conference Board of Canada (2015). Skills for Success. (Accessed March 2017).

⁶³ Educational skill level descriptions in BC Labour Market Outlook report were recently changed to align with the terminology used in the post-secondary education system. The skill level “usually requiring a university degree” was changed to “usually requiring a bachelor's, graduate, or first professional degree” and the skill level “usually requiring a college education or apprenticeship training” was changed to “usually requiring diploma, certificate, or apprenticeship training.”

⁶⁴ Statistics Canada. (December 15, 2016). Education indicators in Canada: An international perspective, 2016. <http://www.statcan.gc.ca/daily-quotidien/161215/dq161215b-eng.htm>

2015 and 2025 for agriculture jobs that require at least some post-secondary education such as managers in agriculture/horticulture, agriculture service contractors and farm supervisors, and agricultural representatives, consultants, and specialists. Of these job openings, 97% will be due to replacement demand as a result of retiring workers and death and 3% will be due to new jobs that result from economic growth.⁶⁵ This forecast is based on the needs of today's modern industrial agriculture. According to Heinberg (2006), a minimum of 40 to 50 million additional farmers will be needed in Canada and the USA over the next 20 to 30 years as oil and gas availability declines and transformation to small scale, ecologically intensive, alternate market, and community-focused farming occurs.⁶⁶

Labour Market Demand Assessment

The trends toward a global economy has changed the food production and distribution patterns remarkably in the second half of the 20th century. For the past 60 years, growing demand for food has been satisfied through intensifying and industrializing production systems and expanding farming areas.⁶⁷ Today, the majority of farmland is dominated by modern industrial agriculture, a system of chemically intensive food production, featuring massive single-crop farms and animal production facilities. Although the food system⁶⁸ that feeds us today produces more than enough calories to feed the world, 1.2 billion people are still food insecure and 1 million children starve to death annually⁶⁹ because of the inequitable production and distribution systems of the modern industrial agriculture.⁷⁰

Modern industrial agriculture techniques are taking a huge toll on the environment by destroying bio diverse habitats, polluting waterways, depleting ground water supplies, degrading soil, and contributing to global warming.⁷¹ In addition, every year, one-third of the global food production is lost or wasted post-harvest.⁷² Moreover, modern industrial agriculture exposes farmers to more risk and decreases profits because the cost of production is much higher.⁷³

The agriculture sector in B.C. is characterized by limited land base, high number of small, family-owned farms, and an aging farmer population. Urban population growth as well as the real estate speculation of farmland put significant pressures on B.C.'s family-owned farms. Moreover, B.C.'s farmers have to compete with overseas producers for the B.C. and Canadian markets.⁷⁴ In addition to the growing farmland access challenges and increasing global competition, there has been an ongoing decline in

⁶⁵ BC 2025 Labour Market Outlook. <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.pdf.aspx>

⁶⁶ Richard Heinberg. (2006). Fifty Million Farmers. <http://www.resilience.org/stories/2006-11-17/fifty-million-farmers/>

⁶⁷ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

⁶⁸ "A food system is an interconnected web of activities, resources and people that extends across all domains involved in providing human nourishment and sustaining health, including production, processing, packaging, distribution, marketing, consumption and disposal of food." The Future of Our Food System: Summary of the Southwest BC Bioregion Food System Design Project © 2016 by Institute for Sustainable Food Systems at Kwantlen Polytechnic University.

⁶⁹ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

⁷⁰ Chloe Farand. (March 7, 2017). 'Aggressive' firms peddling myth pesticides are needed to feed world condemned by UN. <http://www.independent.co.uk/news/science/pesticides-feed-world-lobby-un-human-rights-council-report-a7615931.html>

⁷¹ Lester R. Brown. (2012). Full Planet, Empty Plates: The New Geopolitics of Food Scarcity. <http://www.earth-policy.org/books/fpep>

⁷² The Economist Intelligence Unit. (nd). Fixing Food: Towards a More Sustainable Food System.

⁷³ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

⁷⁴ Business Council of British Columbia. (2009). Profile and Outlook for the BC Agri-food Industry.

the number of farmers under 35, which indicates that there is an insufficient number of upcoming farmers to replace an aging farming population in B.C.

Approximately 3,720 job openings are forecasted between 2015 and 2025 for agriculture jobs that require at least some post-secondary education such as managers in agriculture/horticulture, agriculture service contractors and farm supervisors, and agricultural representatives, consultants, and specialists. Of these job openings, 97% will be due to replacement demand as a result of retiring workers and death and 3% will be due to new jobs that result from economic growth.⁷⁵ This forecast is based on the needs of today's modern industrial agriculture. According to Heinberg (2006), a minimum of 40 to 50 million additional farmers will be needed in Canada and the USA over the next 20 to 30 years as oil and gas availability declines and transformation to small scale, ecologically intensive, alternate market, and community-focused farming occurs.⁷⁶

The movement for sustainable agriculture and regional food systems is gaining momentum as people are increasingly paying attention to where their food comes from and what it is doing to their bodies and the planet and advocacy groups are increasingly influencing policy makers. The Food and Agriculture Organization (FAO) of the United Nations as well as several other international non-governmental organizations are calling for a paradigm shift towards sustainable agriculture and family farming to put agriculture, forestry, and fisheries on a more sustainable and productive long term path.⁷⁷

Food security is a complex sustainable development issue, linked to health, but also to sustainable economic development, environment, and trade.⁷⁸ Ensuring food security requires cooperation between the private and public sectors, civil society, and across multiple disciplines. There will be a growing need for specialists from the various areas that impact food security as well as professionals who can facilitate cooperation across multiple stakeholders to tackle the many barriers to feeding the world. As demand for food is projected to increase by 60 percent over the next 30 years, opportunities for individuals with a multi-disciplinary background and a graduate degree in sustainable food systems and food security are expected to be on the rise.⁷⁹

Small scale, locally oriented, ecologically sound, and economically viable farms are integral to the advancement of a sustainable food system.⁸⁰ The aging and declining farmer population, growing land use pressures, the projected growth in demand for food and diminishing resources indicate that the agriculture sector in B.C. will need experts and leaders trained to address the challenges posed by the modern industrial agriculture and implement food systems that maximize regional self-reliance, skills KPU's proposed program is designed to provide.

Overall, the information suggests graduates from KPU's proposed Graduate Certificate in Sustainable Food Systems and Security will have very good employment prospects upon graduation.

⁷⁵ BC 2025 Labour Market Outlook. <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.pdf.aspx>

⁷⁶ Richard Heinberg. (2006). Fifty Million Farmers. <http://www.resilience.org/stories/2006-11-17/fifty-million-farmers/>

⁷⁷ FAO. (2016). The State of Food and Agriculture: Climate Change, Agriculture, and Food Security.

⁷⁸ Columbia University Career Services. (2015). Career Opportunities in Food Security.

⁷⁹ Columbia University Career Services. (2015). Career Opportunities in Food Security.

⁸⁰ Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

2. Competitive Environment

The main purpose of this section is to identify the public post-secondary education institutions in British Columbia that offer similar programs to the proposed Graduate Certificate in Sustainable Food Systems and Security.

No public or private postsecondary education institution in B.C. offers a *graduate certificate* with a focus on sustainable food systems and food security.

The proposed program is unique in that:

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

The Faculty of Land and Food Systems (LFS) at the University of British Columbia (UBC) offers research focused M.Sc. and Ph.D. programs in the following discipline areas: Applied Animal Biology, Food Science, Human Nutrition, Plant Science, Soil Science, and Integrated Studies in Land & Food Systems. The LFS also offers three masters level professional programs in Food and Resource Economics, Food Science, and Land and Water Systems.

Among these programs, the program that is most similar to the KPU's proposed graduate certificate is the M.Sc. in Integrated Studies in Land & Food Systems. Students of the program focus on global food security issues, creation of a sufficient, healthy, safe, culturally relevant and economically accessible food system for everyone. The program offers students the opportunity to focus on key global food security issues and encourages them to use holistic approaches that integrate knowledge from across disciplines and are relevant to diverse communities.⁸¹ Some of the major differences between UBC's M.Sc. in Integrated Studies in Land & Food Systems and KPU's proposed graduate certificate are:

- The masters degree at UBC is more theoretical than the proposed certificate program.
- It does not offer an online delivery option.
- The minimum course requirements for the masters degree at UBC are 30 credits whereas the total number of credits required for the proposed graduate certificate is 18 credits.

⁸¹UBC. Faculty of Land and Food Systems. Integrated Studies in Land & Food Systems (MSc, PhD). <http://landfood.ubc.ca>

Royal Roads University's Master of Arts in Interdisciplinary Studies program allows graduate students to pursue an interdisciplinary course of study shaped by their unique interests. Students have the flexibility to choose from two or more areas of study, one of which is Environment and Management. Masters of Arts in Environment and Management graduates develop leadership and management skills in the context of environmental sustainability. RRU also offers a Master of Science in Environment and Management program. Both of these programs give students the opportunity to explore the applicability of environmental sustainability concepts in developing a sustainable society. Both programs are 36 credits in length and may be completed online or on campus. KPU's proposed program is more specialized with a focus on sustainable agriculture and food security than the two RRU programs and shorter in length.

The shorter program completion time makes KPU's proposed certificate program more desirable for working professionals with competing priorities.

Competitive Assessment

No public or private postsecondary education institution in BC offers a *graduate certificate* with a focus on sustainable food systems and food security. The University of British Columbia's Faculty of Land and Food Systems offers a M.Sc. in Integrated Studies in Land & Food Systems with a focus similar to that of the proposed program. However, the M.Sc. in Integrated Studies in Land & Food Systems degree at UBC is more theoretical than the proposed program, does not offer flexible delivery options, and takes longer to complete. There are no other similar programs in B.C.

The proposed program is unique both provincially and nationally and will contribute to the economic strength of the province by producing graduates with applied skills and expertise not provided by existing programs. Overall, the information examined suggests that KPU's proposed Graduate Certificate in Sustainable Food Systems and Security, with its strong emphasis on sustainable food systems and food security, which is considered to be one of the greatest challenges of the 21st century, focus on working professionals, and online delivery option would fill unmet workforce needs that cannot be addressed by other programs in B.C.

3. Student Demand

The purpose of this section is to explore the extent of student demand for the proposed program mainly by examining the historic participation rates in related programs in B.C. The proposed program is unique in content provincially and nationally; therefore, it is not possible to assess the student demand for the proposed program by examining participation rates in related programs. Hence, this section presents the recent changes in the post-secondary education environment, the importance of agriculture in the KPU Region, and an analysis of the KPU Region's population including population growth and population projections to provide an understanding of the size of the adult market in the KPU Region. Also discussed in this section are the enrolments in KPU's Faculty of Arts and Faculty of Science and Horticulture.

The Changing Post-secondary Education Landscape

The existing body of knowledge in almost every field is expanding at an accelerating rate. Half of what we know today was not known 10 years ago. Human knowledge is currently doubling every 13 months but it is soon expected to double every 11 hours with the expansion of the Internet of Things (IoT).⁸² Similarly, the speed at which today's economy, and by extension the job market, is developing is also faster than ever before. In many occupations it has become integral to acquire new knowledge and skills as established ones become obsolete.⁸³ Thomas Friedman⁸⁴ identifies the current education system as one of the biggest challenges of the 21st century. According to Friedman (2016), "another big challenge is the way we educate our population. We go to school for twelve or more years during our childhoods and early adulthoods, and then we're done. But when the pace of change gets this fast, the only way to retain a lifelong working capacity is to engage in lifelong learning."⁸⁵ Friedman also argues that survival in the 21st century depends on one's ability to comprehend three major interacting forces that are transforming workplace, politics, geopolitics, and community continuously: "Moore's law (technology), the Market (globalization), and Mother Nature (climate change, biodiversity losses and population growth)."⁸⁶

To remain competitive, today's professionals need career-focused education throughout their working lives. However, over the years, employers have become less willing to invest in training their employees.⁸⁷ According to a 2016 survey conducted by Manpower Group, 93% of millennials consider ongoing skills development important and are willing to pay for additional training and skills

⁸² Jeffrey J. Selingo. (2017). The Future of the Degree: How Colleges Can Survive the New Credential Economy. The Chronicle of Higher Education.

⁸³ The Economist Special Report: Lifelong learning is becoming an economic imperative. <https://www.economist.com/news/special-report/21714169-technological-change-demands-stronger-and-more-continuous-connections-between-education>

⁸⁴ Thomas L. Friedman is an internationally renowned author, reporter, and, columnist—the recipient of three Pulitzer Prizes and the author of six bestselling books, among them *From Beirut to Jerusalem* and *The World Is Flat*.

⁸⁵ Thomas L. Friedman. (2016). *Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations*.

⁸⁶ Thomas L. Friedman. (2016). *Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations*.

⁸⁷ The Economist Special Report: Lifelong learning is becoming an economic imperative. <https://www.economist.com/news/special-report/21714169-technological-change-demands-stronger-and-more-continuous-connections-between-education>

development.⁸⁸ The decline in employer-led training combined with the growing need for lifelong reskilling are changing the post-secondary education landscape.⁸⁹

Canadian post-secondary education institutions have experienced tremendous growth in participation rates between 1980 and 2010 and demography has not been the principal driver of this growth. In fact, the 18 to 24 age group has shrunk three percent between 1980 and 2010. During the same time period, the number of graduate students has grown significantly faster than the undergraduate students. The primary driver for the growth of university participation rates was the increasing demand for a highly skilled and educated labour force.⁹⁰ Over the coming decade, the 30 to 44 age group will have grown significantly, and a greater number will possess bachelor's degrees. This combined with the expected growth in labour market demand for employees with graduate degrees is likely to put upward pressure on universities to expand their graduate programs.⁹¹

In order to meet this growing demand for lifelong reskilling, post-secondary education institutions are being forced to rethink their program offerings and to connect education and employment in new ways such as offering new types of credentials and low-cost online versions of on-campus graduate programs. For example, providers of massive open online courses (MOOCs) and some traditional universities are starting to adopt microcredentials to keep up with changing needs of some professions. Microcredentials – also often called badges, nanodegrees, or MicroMasters – package new knowledge into short programs that can stand on their own or as an add-on to an existing degree.⁹²

The Importance of Agriculture in the KPU Region.

B.C. with its varied topography and climatic zones is the most agricultural diverse region in Canada producing over 200 major primary agriculture products.⁹³ The primary agriculture sector in B.C. is made up of almost 20,000 farms, using 2.6 million hectares of land.⁹⁴

The agriculture sector plays a significant role in the economy of the KPU Region. There are 60,554 hectares of ALR land within the Greater Vancouver Regional District;⁹⁵ 47,092 hectares or 78% is within the KPU Region.⁹⁶

⁸⁸ Manpower Group (2016). Millennial Careers: 2020 Vision. <http://www.manpowergroup.com/millennials>

⁸⁹ The Economist Special Report: Lifelong learning is becoming an economic imperative. <https://www.economist.com/news/special-report/21714169-technological-change-demands-stronger-and-more-continuous-connections-between-education>

⁹⁰ The Association of Universities and Colleges of Canada. (2011). Trends in Higher Education Volume 1: Enrolment <https://www.univcan.ca/wp-content/uploads/2015/11/trends-vol1-enrolment-june-2011.pdf>

⁹¹ The Association of Universities and Colleges of Canada. (2011). Trends in Higher Education Volume 1: Enrolment <https://www.univcan.ca/wp-content/uploads/2015/11/trends-vol1-enrolment-june-2011.pdf>

⁹² Jeffrey J. Selingo. (2017). The Future of the Degree: How Colleges Can Survive the New Credential Economy. The Chronicle of Higher Education.

⁹³ Government of British Columbia. (2017). Agriculture & Seafood. <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood>

⁹⁴ Government of British Columbia. (nd). The B.C. Agrifood and Seafood Strategic Growth Plan. <https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/strategic-growth-plan.pdf>

⁹⁵ BC Ministry of Agriculture. (2013). Land Use Inventory Report: Township of Langley. https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/agricultural-land-and-environment/strengthening-farming/land-use-inventories/tol_lui2010rprt_2013-08-20_final_v2.pdf

⁹⁶ Government of British Columbia Land Use Inventory Reports for Surrey, the Township of Langley, the Corporation of Delta and City of Richmond website.

In Delta, 53% of the land area (9,403 hectares) is in the ALR. Almost 69% of the ALR is farmed and 12% is still available for farming.

Approximately 4,993 hectares (39%) of Richmond's land base is within the ALR. 3,072 hectares (62% of the ALR) is farmed by 211 farms. The remaining lands in the ALR are either vacant or occupied by non-farm uses.⁹⁷

In Surrey, over one third of the land area (9,290 hectares) is within the ALR. A total area of 4,827 hectares (52% of the ALR) is actively farmed and an additional 27% of the ALR is available for farming.⁹⁸

In the Township of Langley, 78% (23,406 hectares) of the land area is in the ALR.⁹⁹ Approximately 12,970 hectares (55% of the ALR) are farmed by 1,292 farms.¹⁰⁰ In the Township of Langley, more land is available for farming (not being currently farmed) than anywhere else in the Fraser Valley.

In B.C. and across Canada, young and beginning farmer networks and programs have emerged in the past two decades. These networks, such as the BC Young Farmers (BCYF) and The Young Agrarians, and programs, such as 4H-BC, and BC Outstanding Young Farmers, aim to increase participants' knowledge of the agriculture industry and provide positive tools to aid young farmers in successful farm management with a focus on agro-ecology.¹⁰¹ In addition, SOIL (STEWARDS OF IRREPLACEABLE LAND), KPU, and UBC offer farm apprenticeship and training programs for beginning farmers.

There is public support and a growing demand for locally grown food in B.C. A 2014 survey reported that 92% of B.C. residents believe local food production and reduction of food imports is very important and that respondents considered food and farming to be the second most important land use in the province after natural fresh water systems.¹⁰² There is also a growing interest in farmers' markets. According to a study conducted by the BC Association of Farmers' Markets, there was a rise in the number of farmers' markets and in the number of people attending between 2006 and 2012. Farmers' market sales across B.C. rose 147% from 2006 to 2012.¹⁰³

Local food systems maximize regional food self-reliance, enhance the local economy, and address environmental issues such as GHGs, biodiversity, etc.¹⁰⁴ KPU's Institute for Sustainable Food Systems (ISFS) is leading a project to explore the economic, environmental stewardship and food self-reliance

⁹⁷ City of Richmond. (2017). About Agriculture in Richmond. <https://www.richmond.ca/plandev/planning2/agriculture/about.htm>

⁹⁸ BC Ministry of Agriculture. (2013). Land Use Inventory Report: The City of Surrey. <http://www.surrey.ca/files/SurreyLUI2010Rprt.pdf>

⁹⁹ BC Ministry of Agriculture. (2013). Land Use Inventory Report: Township of Langley. https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/agricultural-land-and-environment/strengthening-farming/land-use-inventories/tol_lui2010rprt_2013-08-20_final_v2.pdf

¹⁰⁰ Township of Langley. (nd). Agriculture Viability Strategy. <https://www.tol.ca/your-township/plans-reports-and-strategies/agricultural-viability-strategy/>

¹⁰¹ Agro-ecology is defined as the science of agricultural system design and management based on biological processes and ecological systems principles. Kent Mullinix. (August 12, 2015). KPU-Science World Speaker Series: Building Sustainable Food Systems for the 21st Century.

¹⁰² McAllister Opinion Research. (2012). BC Public Attitudes Toward Agriculture and Food 2014.

<http://www.refbc.com/sites/default/files/BC-Poll-Agriculture-and-Food-Detailed-Topline-Report-Aug-2014-PUBLIC.pdf>

¹⁰³ BC Association of Farmers' Markets. (2012). 2012 Economic and Social Benefits Assessment.

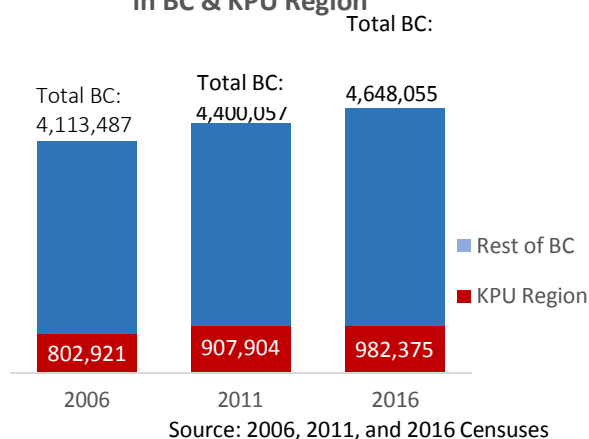
<https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/strategic-growth-plan.pdf>

¹⁰⁴ Jeffrey K. O'Hara. (2011). Market Forces: Creating Jobs Through Public Investment in Local and Regional Food Systems. <http://sustainableagriculture.net/wp-content/uploads/2011/08/market-forces-report.pdf>

potential of a bioregional food system¹⁰⁵ in Southwest BC (SWBC). The project is endorsed by the Agricultural Land Commission and a growing list of municipalities, regional districts, and other organizations and funded by the Real Estate Foundation of British Columbia, R. Howard Webster Foundation, Vancity Community Foundation and enviroFundTM, Vancouver Foundation, and a growing list of regional and municipal governments. The goal of the project is to develop a vision for a regional food system for 2050, by exploring the potential of under-farmed land in the region to complement the existing agri-food system and small scale, low-input, environmentally conscious and sustainable agriculture methods.¹⁰⁶

KPU Region Population¹⁰⁷

Figure 3.1: Population Growth in BC & KPU Region



Between 2011 and 2016 censuses, the population in the KPU region grew by 8%, compared to 6% in B.C. as a whole.¹⁰⁸ KPU Region accounted for 30%

of the province's overall population growth in this five year period. Growth varied across the region, ranging from 13% in the Township of Langley to 2% in Delta.¹⁰⁹

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

greater, with an increase of 31% in the KPU region compared to 22% in B.C.¹¹⁰

¹⁰⁵ "Bioregions are areas that share similar topography, plant and animal life, and human culture. They are largely based on eco-regions but also incorporate human settlement areas and political boundaries. The SWBC Bioregion includes Metro Vancouver, the Fraser Valley, Sunshine Coast, Squamish Lillooet, and Powell River Regional Districts, and the traditional territories of the Coast Salish People." Source: The Southwest BC Bioregion Food System Design Project, KPU Institute for Sustainable Food Systems.

¹⁰⁶ KPU ISFS. (2014) Southwest BC Bio-Regional Food System Design and Planning Project Progress Report.

https://www.newwestcity.ca/council_minutes/0407_14_Regular/ON%20TABLE%207.%20Handout%20re%20Southwest%20BC%20Bio-Regional%20Food%20System.pdf

¹⁰⁷ The KPU Region is comprised of the City of Richmond, the Corporation of Delta, the City of Surrey, the City of White Rock, and the City and Township of Langley, as well as the Tsawwassen First Nation, the Kwantlen First Nation, and the Semiahmoo First Nation.

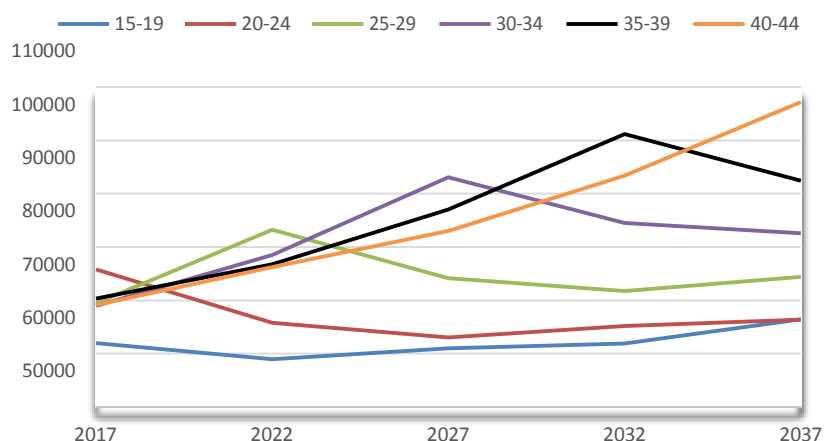
¹⁰⁸ The population growth in the KPU region has slowed down between 2011 and 2016 censuses. Between 2006 and 2011, the population in the KPU region grew by 13%, compared to 7% in BC as a whole.

¹⁰⁹ All population data is from Statistics Canada's 2006, 2011, and 2016 Census and National Household Survey, which replaced the long form of the Census.

¹¹⁰ The July 2016 Population Forecast provides a forecast of the size as well as the age and structure of the population of British Columbia from 2015 to 2041. The base population for the forecast is the July 1, 2015 postcensal population estimate by sex and single year of age for British Columbia, prepared by Statistics Canada.

Population projections for KPU Region over the next 20 years for selected age groups are portrayed in Figure 3.2. Although different age groups are projected to grow at different rates, the growth rate for 30-34, 35-39, and 40-44 age groups is expected to be significantly greater than for 15-19, 20-24, and 25-29 age groups. The population of 45 to 54 year olds is also expected to increase steadily until 2037.

Figure 3.2: Population Projections by Selected Age Groups for KPU Region 2017-2037



Source: BC Stats P.E.O.P.L.E. 2016

The increasing number of mid-career adults indicate that the

attention of post-secondary institutions will need to shift toward meeting the needs of the growing adult population who are more likely to be interested in shorter programs due to work responsibilities, family and financial obligations to advance or change careers.

KPU Faculty of Arts and Faculty of Science and Horticulture Enrolments

Headcounts

Headcounts in KPU's Faculty of Arts decreased by 16% over the five year period from 2012/13 to 2016/17 academic years. During the same period, headcounts in KPU's Faculty of Science and Horticulture increased by 44% , as shown in Exhibit 3.3.

Exhibit 3.3: KPU Faculty of Arts and Faculty of Science and Horticulture Headcounts, 2012/13 to 2016/17

Total Unduplicated Headcount ¹	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Faculty of Arts	6,872	6,507	6,258	5,825	5,762
Faculty of Science and Horticulture	1,723	1,757	1,885	2,059	2,478

Source: KBIT

¹Total number of individual students enrolled in each faculty.

Headcounts of Related Programs in the Faculty of Arts and the Faculty of Science and Horticulture

Exhibit 3.4, on the next page, presents enrolments in related bachelor degree programs in the Faculty of Arts and Faculty of Science and Horticulture. Students in these programs are target audiences for the proposed graduate certificate. Enrolments in all four programs have grown between 2012/13 and 2016/17 academic years.

Exhibit 3.4: KPU Headcounts of Bachelor Degree Programs in Horticulture and Sustainable Agriculture, 2012/13 to 2016/17

Program ¹	Academic Year				
	2012/13	2013/14	2014/15	2015/16 ²	2016/17
Bachelor of Arts, Major in Policy Studies	17	21	18	20	19
Bachelor of Applied Science in Sustainable Agriculture	9	27	39	28	21
Bachelor of Horticulture Science, Major in Plant Health	3	3	3	3	9
Bachelor of Horticulture Science, Major in Urban Ecosystems	4	6	16	16	16

Source: KBIT

¹Headcounts are unduplicated within each program. A student may be counted across more than one program, if they changed programs in the year.

² KPU implemented a new admissions framework effective September 2015. KPU now admits new students to a Faculty instead of a program. New students are reported under the 'undeclared' credential category until they meet program declaration requirements (exception are students enrolled in a limited entry program). This can make it appear that enrolments have declined when it is just an artifact of the new admissions framework.

Student Demand Assessment

The existing body of knowledge in almost every field is expanding at an accelerating rate. Half of what we know today was not known 10 years ago. Human knowledge is currently doubling every 13 months but it is soon expected to double every 11 hours with the expansion of the Internet of Things (IoT).¹¹¹ Similarly, the speed at which today's economy, and by extension the job market, is developing is also faster than ever before. In many occupations it has become integral to acquire new knowledge and skills as established ones become obsolete.¹¹² To remain competitive, today's professionals need career-focused education throughout their working lives.

¹¹¹ Jeffrey J. Selingo. (2017). The Future of the Degree: How Colleges Can Survive the New Credential Economy. The Chronicle of Higher Education.

¹¹² The Economist Special Report: Lifelong learning is becoming an economic imperative. <https://www.economist.com/news/special-report/21714169-technological-change-demands-stronger-and-more-continuous-connections-between-education>

Between 2011 and 2016 censuses, the population in the KPU region grew by 8%, compared to 6% in B.C. as a whole.¹¹³ According to BC Stats, the KPU region is projected to grow by 16% between 2017 and 2027, compared to 12% for B.C. By 2037, the difference in growth rates will be even greater, with an increase of 31% in the KPU region compared to 22% in B.C.¹¹⁴ The growth rate for 30-34, 35-39, and 40-44 age groups is expected to be significantly greater than the younger age groups. This trend indicates that the attention of post-secondary institutions will need to shift toward meeting the needs of the growing older adult population because of the increasing number of mid-career adults seeking specific learning to help advance or change their careers. In order to meet this growing demand for lifelong reskilling, post-secondary education institutions are being forced to rethink their program offerings and to connect education and employment in new ways such as offering new types of credentials and low-cost online versions of on-campus graduate programs.

B.C. with its varied topography and climatic zones is the most agriculturally diverse region in Canada producing over 200 major primary agriculture products.¹¹⁵ The agriculture sector plays a significant role in the KPU Region. There are 60,554 hectares of ALR land within the Greater Vancouver Regional District;¹¹⁶ 47,092 hectares or 78% is within the KPU Region.¹¹⁷ ALR land makes up a significant portion of the land mass in the KPU region, ranging from 78% in the Township of Langley to 39% in Richmond.

Food security is a complex sustainable development issue and one of the biggest challenges of the 21st century and it is increasingly being recognized as vital to humanity's sustainability. The movement for sustainable agriculture and regional food systems is gaining momentum as people are increasingly paying attention to where their food comes from and what it is doing to their bodies and the planet and advocacy groups are increasingly influencing policy makers. Local food systems maximize regional food self-reliance, enhance the economy, and address environmental issues such as GHGs, biodiversity, etc.¹¹⁸ There is public support and a growing demand for locally grown food in B.C. A 2014 survey reported that 92% of B.C. residents believe local food production and reduction of food imports is very important and that respondents considered food and farming to be the second most important land use in the province after natural fresh water systems.¹¹⁹ There are many policy and investment decisions to be made to lead B.C. and the world in the direction of food security. The fact that there is limited food systems programming in B.C. and Canada indicates an increasing need for employees with the skills KPU's proposed program designed to provide, which should contribute to the positive demand for the program.

¹¹³ The population growth in the KPU region has slowed down between 2011 and 2016 censuses. Between 2006 and 2011, the population in the KPU region grew by 13%, compared to 7% in BC as a whole.

¹¹⁴ The July 2016 Population Forecast provides a forecast of the size as well as the age and structure of the population of British Columbia from 2015 to 2041. The base population for the forecast is the July 1, 2015 postcensal population estimate by sex and single year of age for British Columbia, prepared by Statistics Canada.

¹¹⁵ Government of British Columbia. (2017). Agriculture & Seafood. <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood>

¹¹⁶ BC Ministry of Agriculture. (2013). Land Use Inventory Report: Township of Langley. https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/agricultural-land-and-environment/strengthening-farming/land-use-inventories/tol_lui2010rprt_2013-08-20_final_v2.pdf

¹¹⁷ Government of British Columbia Land Use Inventory Reports for Surrey, the Township of Langley, the Corporation of Delta and City of Richmond website.

¹¹⁸ Jeffrey K. O'Hara. (2011). Market Forces: Creating Jobs Through Public Investment in Local and Regional Food Systems. <http://sustainableagriculture.net/wp-content/uploads/2011/08/market-forces-report.pdf>

¹¹⁹ McAllister Opinion Research. (2012). BC Public Attitudes Toward Agriculture and Food 2014. <http://www.refbc.com/sites/default/files/BC-Poll-Agriculture-and-Food-Detailed-Topline-Report-Aug-2014-PUBLIC.pdf>

Working professionals in need of upgrading/reskilling are target audience for the proposed program. These students often face unique challenges, including juggling work, family, and study. The online course delivery option makes the proposed program ideal for working professionals.

The proposed program offers significant benefits not only for future students, but also for existing KPU students, who want to work in the rapidly expanding field of food security, by providing them the option to continue their studies at the graduate level at KPU.

Overall, the evidence suggests that there will be very good demand for KPU's proposed Graduate Certificate in Sustainable Food Systems and Security.

Please attach this form to the concept paper.

Kwantlen Polytechnic University

Library Impact Assessment
Support for Program Proposal/Change

Name of Program

Date: August 16, 2017

**Graduate Certificate in Sustainable Food Systems and
Food Security**

The Library supports the development of a program in Sustainable Food Systems and Food Security. It is anticipated that impact on the collection will be minimal. In general, the library collection is well developed in the areas students enrolled in this program will require.

Summary of Start-up and Subsequent Costs:

Total Estimated Start-up Costs (one time):

Reference Materials

Monographs

Audio-visual Materials

Subtotal: n/a

Total Estimated Annual Costs (on-going):

Periodicals

Databases and Indexes

Subtotal: n/a

TOTAL: n/a

Assessment Prepared by:

SSCC Liaison Librarian – Linda Rogers

Linda Rogers

Date

16/8/2017

Assessment Reviewed by:

[Signature]

University Librarian

August 17, 2017

Date

Please attach this form to the concept paper.

I support this collection assessment: Yes ☐ No ☐*

Program Developer:

Name/Title

Date

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

4 December 2017

Dr Kent Mullinix
Director, Institute for Sustainable Food Systems
Richmond Campus, Kwantlen Polytechnic University

By email to kent.mullinix@kpu.ca

Dear Kent,

RE: proposed graduate certificate in Sustainable Food Systems and Security

Thank you for contacting us regarding your proposed graduate certificate program for 2018. We support your program description as a good fit with our mission. We especially appreciate the emphasis on sustainability, the commitment to applied research, and the affiliation with Royal Roads University and its demonstrated strength in mid-career advanced education.

Major program areas at the BC Food Systems Network, particularly the Community of Practice related to connecting local governments with food systems, show us that your goal of preparing professionals (such as planners or public health officials) to advance sustainable food systems knowledge and action is relevant and valuable.

We want to support all institutions that train agri-food system professionals to work across and within civil society, industry and government with strong competencies to foster equitable and sustainable agri-food systems and food landscapes. There are some aspects of food systems that we hope you will include in your syllabus. These include matters related to social justice in food from anti-oppression, decolonization and cultural diversity perspectives. We would be happy to elaborate on this if you wish.

We look forward to further conversations about career pathways for food systems graduates. Thank you for taking this initiative.

Very truly yours,



Kathleen Gibson, Co-Chair
BC Food Systems Network Steering Committee

Cc BCFSN Steering Committee
Natalie Cushing, Tides Canada



c/o 4979 Falcon Drive, Fairmont Hot Springs, BC VoB 1L1
Cell: 250-688-0650 | Email: akblg@shaw.ca

November 14, 2017

Kent Mullinix, PhD., P.Ag.
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University
Via Email: kent.mullinix@kpu.ca

Hello Kent,

On behalf of the Executive of the AKBLG, I convey our support for your proposal to develop a graduate certificate in *Sustainable Food Systems and Security* for the fall Semester 2018. As you are aware from our feedback following your 2016 keynote to our members, your approach to building sustainable food systems was well received. Our members represent many small rural communities with varied agricultural capacity. There is a common interest in ensuring quality food with high nutritional value being available to all residents in the region.

Communities within our region which can produce excess food for export struggle to establish cost effective, efficient networks to store and distribute their products to nearby communities. Local businesses are inclined to ship their products further afield to compete in larger markets with a lower net return. These food distribution systems of today are geared to big business models. Our members remain committed to assisting our communities with improving local distribution and marketing systems.

Your proposal to offer training on sustainable food systems and food security which will foster and support purposeful applied research and community engagement would be of benefit to our smaller communities.

Sincerely

Rob C. Gay, President
Association of Kootenay & Boundary Local Governments



November 14, 2017

Kent Mullinix, PhD
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University
8771 Lansdowne
Richmond, BC

Dear Kent,

As the publishers of *BC Farms & Food* online magazine, we cover agriculture in British Columbia and encourage its development along sustainable lines.

We recently had the pleasure of reporting on KPU's Institute for Sustainable Food Systems' ground breaking 2013 study on the economic potential of local agriculture: "**Can Local Agriculture Drive Economic Development?**"

With that background, we were delighted to hear that KPU is developing a graduate program in Sustainable Food Systems and Security. We are impressed by the outline of the proposed program. The first four courses will supply students with a strong conceptual understanding of contemporary food systems. This will allow the second part (*Creating Our Food System Future*) to energize and inspire them into their Capstone Project, which will surely see the launching of many worthwhile enterprises.

KPU's targeted audience of professionals, teachers, planners, NGO and economic development staff is very judicious. These will be the people struggling with the transition from a non-sustainable to a sustainable agriculture in the near term. They need all the help they can get, and will likely prove a grateful alumni.

Finally, let me congratulate KPU and the ISFS on the prescience and intellectual audacity of this proposed project. You will be an early adapter and producer of a dynamic new graduate field which is literally about to take off like a rocket. As such you can expect to enjoy the benefits which accrue to successful pioneers.

We look forward to the program and assisting you in any practical way.

With best wishes,
Larry Kimmett

Publisher, *BC Farms & Food*

November 23rd, 2017

From: Heather O'Hara – Executive Director
BC Association of Farmers' Markets

To: Kent Mullinix - Director
KPU, Institute of Sustainable Food Systems

RE: Letter of Support KPU Graduate Certificate in Sustainable Food Systems and Security

To Whom it May Concern,

On behalf of the BC Association of Farmers' Markets (BCAFM), please accept our letter of support for the development of a Graduate Certificate in Sustainable Food Systems and Security at Kwantlen Polytechnic University. KPU is a valued collaborator of the BCAFM and a leader in strengthening food systems. We sincerely value the unique and practical work of the Institute of Sustainable Food Systems.

The BC Association of Farmers' Markets is a unique voice and key stakeholder in the agricultural sector of BC, representing 145+ farmers' markets across all regions of BC. Our purpose is to develop, support, strengthen and promote farmers' markets, a growing economic driver in the ag industry and an alternative food economy represented across the province.

Under the leadership of Kent Mullinix, the Institute with its focus on *practical, sustainable* and *alternative* agriculture practices is both innovative and meeting the growing demand of students and practitioners everywhere who take the long view, seeking an approach in sustaining our food system which is different than a conventional, industrial and commodity driven agricultural model. There are literally 1,000s of small scale farmers and food processors across BC who grow and make food according to the philosophy of the Institute. These agri-food entrepreneurs rely on alternative sales and distribution channels, including BC Farmers' Markets to make a living and support local food security in diverse communities across BC. The BCAFM and our 145+ farmers' market members and 1,000s of agri-food entrepreneurs acknowledge the importance of educating food system thinkers and knowledge seekers with the most innovative and progressive learning such as that offered by KPU.

The BC Association of Farmers' Markets is pleased to offer our letter of support for this Graduate Certificate Program.

Sincerely,



Heather O'Hara

THE SOURCE FOR LOCAL FOOD

November 14, 2017

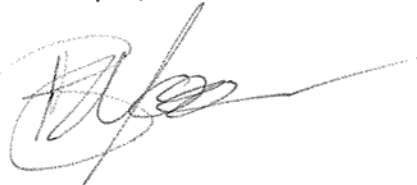
Dear Mr Mullinix,

I am writing this letter in my capacity as District Principal of Inquiry and Innovation for the Delta School District to communicate my support for the proposed graduate studies in Sustainable Food Systems and Security.

The content of the certificate program, as described to me, is both valuable and necessary. To have a program such as the one proposed would go a long distance in increasing our own local food security and encourage our communities to design increasingly sustainable food systems.

We need more of this scholarship and I am pleased that Kwantlen Polytechnic University could be at the forefront of this work.

Thank you,



Brooke Moore



November 6, 2017

To Whom It May Concern:

It is with great pleasure that I write this letter today to enthusiastically support Kwantlen University's graduate certificate in Sustainable Food Systems and Security.

My name is Marc Schutzbank and I am the Executive Director of Fresh Roots. Fresh Roots is a charity that grows Good Food For All. Fresh Roots envisions a world where everyone has access to healthy food, land, and community. Our mission is to cultivate engaging gardens and natural spaces that catalyze healthy eating, ecological stewardship, and community celebration. We do that through our Schoolyard Market Gardens and food forests, educational farms where the food we grow is brought into the school community: into the cafeteria, food access programs, and to our neighbours. Fresh Roots facilitates outdoor experiential learning with teachers and students, mentor youth leaders through our garden club and summer programming, and empower residents in Delta, Coquitlam, and Vancouver to grow their own through our volunteer programs. Over 5,000 students work with the schoolyard market gardens, eating 'schoolgrown' produce, and learning about experiential learning. Fresh Roots also works with organizations to develop their own market gardens and associated garden programming. We are a thought leader in institutional food systems change and outdoor experiential learning.

This work in food systems is deep, meaningful, and important – and it requires all of us to have a deep understanding of our current food system, both the benefits, but also, and more importantly the losses, particularly for those whom the system has failed. Further learning, and ongoing entrepreneurialism in the food space is critical to solving the compounding problems of food security, global climate change, changing land use, and waste.

KPU has the opportunity to advance the agenda towards a sustainable food system and I am pleased to lend my support to the development of this new graduate program.

Should you have any questions, please do not hesitate to be in touch.

Marc Schutzbank
Executive Director, Fresh Roots
778.872.KALE (5253)
marc@freshroots.ca

cultivatinghealthyplaces

cultivatinghealthyplaces.com

canada / united states

403-151 1st Ave West
Vancouver, BC V5Y 0A5
604.836.6900

November 17, 2017

Kent Mullinix, PhD., P.Ag.
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University
t 604.612.1252 (mobile)
e kent.mullinix@kpu.ca

RE: Letter of Support – Kwantlen Polytechnic University Graduate Certificate in Sustainable Food Systems and Security

Dear Dr. Kent Mullinix,

It is my pleasure to write this letter in unequivocal support for the creation of a KPU graduate certification program in Sustainable Food Systems and Security. In my professional capacity as a food systems planner and health professional working in communities across the U.S. and Canada, this proposed program of study is of great value and pertinent.

This program will not only advance KPU's growing reputation as a Canadian leader in sustainable agriculture and food system education, outreach and applied research, but will provide a much needed certificate program for professionals wanting more technical and topical knowledge and expertise on this issue. The combination of focusing on environmentally sustainability, as well as the social and ethical components of food systems and food security provides a comprehensive foundation for a complex, multifaceted, and multidisciplinary topic. The certification program will provide the venue for teachers, planners, economic development staff, non---governmental staff, and consultants to engage in a locally embedded but globally relevant issue.

This program has potential to bring together professionals and learners with a common interest and focus from around the world.

Sincerely,



Kimberley Hodgson, MURP, MS, AICP, RD
Co---Investigator, Growing Food Connections, <http://growingfoodconnections.org/>
Principal, Cultivating Healthy Places, <https://cultivatinghealthyplaces.com/>



November 15, 2017

Kent Mullinix, PhD, PAg
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University
kent.mullinix@kpu.ca

RE: Development of a *Sustainable Food Systems and Security* Graduate Certificate Program

Dear Dr. Mullinix,

On behalf myself as the Director of Interior Health's Healthy Communities Portfolio, Population Health, I am pleased to provide my endorsement of your application for the development of a graduate certificate program in Sustainable Food Systems and Security.

Under the Healthy Families BC Policy Framework, health authorities are supporting a Ministry of Health mandate to act collectively to implement a comprehensive common agenda that improves healthy eating outcomes in BC. This work includes promoting public policy that supports healthy eating, engaging with the food sector to provide healthy food choices, and advancing food security as a foundational component of healthy eating. It is broadly understood that complex approaches involving multiple sectors are necessary to address complex health issues and reduce burden of disease.

Opportunities for graduate education with theoretical and applied elements will greatly advance the technical knowledge and expertise needed to understand food system complexity and how we can work collectively to re-orient for healthier populations. The development of a graduate certificate program in sustainable food systems and security is particularly relevant not only in the BC context, but nationally and globally as we continue to understand the profound influence of our food system on individual and population health. Graduates will bring tremendous value to our collective discussion and contribute to the innovative solutions needed for alternate food systems in the future.

Sincerely,

Heather Deegan
Director, Population Health

Bus: 250-469-7070, 12788 Fax: 250-868-7760
Email: heather.deegan@interiorhealth.ca
Web: www.interiorhealth.ca

POPULATION HEALTH
505 Doyle Ave
Kelowna, BC V1Y 6V8



LANGLEY ENVIRONMENTAL PARTNERS SOCIETY

#201- 4839- 221 Street, Langley, B.C. Canada V3A 2P1 (604) 532.3511 Fax (604) 534.6593

Revenue Canada Charitable Number: 14057 9962 RR 0001

www.leps.bc.ca

December 14, 2017

Re: Sustainable Food Systems and Security

I am writing this letter of endorsement for the proposed Kwantlen Polytechnic University Sustainable Food Systems and Security Graduate Program.

LEPS is a non-profit, partnership-based society dedicated to protecting and restoring Langley's natural environment through education, cooperation and action. As 75% of the land base of Langley is within the Agricultural Land Reserve, a strong component of LEPS' work consists of public education and awareness of local agriculture and engaging citizens in building a sustainable food system.

The proposed program of study is valuable and pertinent. A graduate program to prepare professionals to advance sustainable food systems knowledge and action is an integral step in developing a local, sustainable food systems and would put KPU on the forefront of advancing food security both regionally and globally.

The opportunity for this proposed program to link to KPU's research programming focused on sustainable food systems and food security fosters and supports purposeful applied research and community engagement.

LEPS looks forward to the benefits and opportunities this graduate program would provide.

Sincerely,

Nichole Marples,
Executive Director

November 8, 2017

Dear Kent Mullinix,

As a field of study, sustainable food systems and food security have received increasing attention through academic teaching and research. This trend has paralleled the growth of practical initiatives attempting to finding solutions to the growing economic, ecological and social challenges presented by the global industrial food system. Increasingly, young people and professionals are searching for graduate programs that can facilitate development of more topical knowledge and expertise to participate in these valuable initiatives. There is a need for new programs that enable students to delve deeper into the wide range of relevant issues including sustainable agriculture and fishing, Indigenous food sovereignty, poverty and food insecurity, and food systems education, to name only a few. More importantly, these issues cannot be studied in isolation but demand an integration of theory and practice, applied research and community engagement. To create real solutions, it is vital that new graduate programs find ways to train students to develop critical knowledge through partnerships with practitioners.

I am very excited to learn about the proposed graduate certificate in *Sustainable Food Systems and Security* at Kwantlen Polytechnic University. In my teaching and research capacity as Canada Research Chair in Sustainable Food Systems, it has become clear that there is an immense need in Canada for programs like this at the graduate level. I look forward to hearing more about the development of this much needed program and would be happy to support this endeavor in any way I can.

Sincerely,



Charles Z. Levkoe

Canada Research Chair in Sustainable Food Systems

Director, Centre for Sustainable Food Systems, Research and Engagement

November 21, 2017

Via E-mail: kent.mullinix@kpu.ca

Kwantlen Polytechnic University
Institute for Sustainable Food Systems
8771 Landsdowne Road
Richmond, B.C. V6X 3X7

Attention: Dr. Kent Mullinix, Ph.D., P.Ag.
Director, Institute for Sustainable Food Systems

Dear Sir:

RE: SUSTAINABLE FOOD SYSTEMS AND SECURITY – GRADUATE PROGRAM

On behalf of the City of Langley, I would like to offer my support for the proposed new graduate certificate program in Sustainable Food Systems and Security. I believe this program will be of benefit to professionals seeking a greater understanding of sustainable agriculture and food systems. I can assure you the subject area is of growing interest today in urban regions pursuing more sustainable forms of development. Based on the City's experience working with the Institute for Sustainable Food Systems, I know that KPU and its staff will bring outstanding knowledge and dedication to the new program. I wish you all the best with this exciting new venture.

Yours truly,



Roy M. Beddow, MCIP, RPP
Deputy Director of Development Services
& Economic Development

RMB/



December 4, 2017

Dr. Kent Mullinix
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University

Dear Kent,

I am writing to indicate my enthusiastic support for the development of a graduate certificate in Sustainable Food Systems and Security at Kwantlen Polytechnic University. Kwantlen has the expertise and resources needed to offer the proposed 18 credit certificate, given the breadth and strength of the Bachelor of Applied Science in Sustainable Agriculture, as well as the excellent research programming and capacity of the Institute for Sustainable Food Systems. Furthermore, as an academic at the University of Alberta working in the area of sustainable agri-food systems, I believe there is a definite need for more graduate level training in sustainable agri-food systems, particularly in Western Canada, that takes a multi-disciplinary approach and is grounded in applied research and community engagement. The on-line delivery format will make it accessible to interested individuals from across Canada.

There is growing public awareness of the need to develop more resilient and equitable food systems; the introduction of this certificate is both timely and germane. The certificate will be of value to recent graduates of undergraduate degrees as well as to professionals already working in agriculture and food systems who want to deepen their knowledge and skills. I congratulate you and others at Kwantlen for taking the initiative to develop this well-conceived proposal and I fully recommend its approval.

Sincerely,

Mary A. Beckie
Associate Professor
Director, Community Engagement Studies
Faculty of Extension
University of Alberta
mary.beckie@ualberta.ca
780-492-5153



**LILLOOET
AGRICULTURE &
FOOD SOCIETY**

PO Box 217, Lillooet BC V0K 1V0
lillooetagricultureandfood.org

October 9, 2017

To whom it may concern,

The Lillooet Agriculture & Food Society's (LAFS) Board of Directors would like to offer our support for Kwantlen Polytechnic University's new graduate certificate in Sustainable Food Systems and Security.

One of the main goals of our society is "to promote awareness, education and research around local agriculture and food security." It is important to have professionals that are familiar with the issues and ways to implement actions toward a secure food system especially in rural areas. Our region has specific challenges related to water and infrastructure that are unique.

Our Board welcomes a program such as this especially the opportunities to collaborate on projects, share knowledge and research.

Sincerely,

Tristan Banwell, Chair
LAFS Board of Directors
250-256-1620



November 20, 2017

Dr. Kent Mullinix
Director, Institute for Sustainable Food Systems
Room 1810, KPU Richmond Campus
8771 Lansdowne Road
Richmond, BC V6X 3X7

Dear Dr. Mullinix:

Re: Okanagan-Similkameen Healthy Living Coalition Support for Graduate Certificate

On behalf of the Okanagan-Similkameen Healthy Living Coalition (the Coalition), I am pleased to offer this letter of support for the University's graduate certificate in Sustainable Food Systems and Security. The Coalition works to support and foster community groups in the Regional District of Okanagan Similkameen who are working on healthy community initiatives.

While traditional in-class learning sessions are important, the Coalition believes that agriculture studies must provide a blending of theory and practical work; thus, we are pleased to learn the curriculum for this certificate will include both coursework and applied studies. Further, the proposed curriculum for this graduate credential, the collaboration with Royal Roads University, and the on-line delivery model demonstrate why KPU can claim a growing reputation as a Canadian leader in sustainable agriculture and food system education.

The commitment by the University to the social and ethical aspects of sustainable food systems and food security align with the Coalition's support for a food system study in the Okanagan Valley. We feel that as climate change continues to negatively impact our existing food system, the move to a more self-reliant model will prove to be critically important for the health and wellbeing of Valley communities.

In my professional capacity as Chair of the Okanagan-Similkameen Healthy Living Coalition, and as a local government elected official, I see both value and timeliness in KPU's proposed certificate in Sustainable Food Systems and Security.

Sincerely,

Toni Boot, Chair
Okanagan Similkameen Healthy Living Coalition
/tb



SIMON FRASER
UNIVERSITY
AT HARBOUR CENTRE

Urban Studies Program
2nd Floor, 515 West Hastings Street
Vancouver, British Columbia
Canada V6B 5K3

Tel: 778.782.7887

Fax: 778.782.5297

6 November 2017

To Whom It May Concern:

I write to enthusiastically support implementation of the proposed graduate certificate in *Sustainable Food Systems and Security*, being considered at Kwantlen Polytechnic University. The need for such a graduate program - focused on this critical dimension of human sustainability is increasingly apparent.

As Professor of Urban Studies and Political Science, I am increasingly reminded that food systems are foundational to and at the heart of the urban metabolism and ultimate sustainability of Canada's substantially urbanized populace. Food systems are increasing at the front and center of political and civil society debates. I am pleased to see that a graduate program focused on food systems targeting the preparation and development of professionals is proposed in western Canada. Some of my graduate students focused their work on various aspects of our food system, attesting to the appetite for such knowledge in advanced education.

The proposed graduate program of study is both timely and well-conceived. We most certainly need professionals such as municipal planners, NGO staff and educators who are sufficiently knowledgeable about sustainable food systems so that they can effectively encourage and nurture them. As such, I am pleased that KPU is exhibiting academic leadership by developing this graduate certificate.

Sincerely,

A handwritten signature in black ink, reading "Anthony Perl".

Anthony Perl
Professor of Urban Studies and Political Science

BOARD OF GOVERNORS

Mandy Hansen
Chair

Ramona Faust
Vice-Chair

Anna Warwick Sears

Hanne Selby

Jim Rempel

Robert Goertz

Roberta Stewart

Jack Wong
Chief Executive Officer

November 3, 2017

Dr. Kent Mullinix, PhD., P.Ag.
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University
Room 1810, [KPU Richmond Campus](#)
8771 Lansdowne Road
Richmond, B.C. V6X 3X7

Dear Kent,

Re: New KPU graduate program

The Real Estate Foundation of British Columbia (REFBC) is pleased to write this letter of support for a graduate certificate in ***Sustainable Food Systems and Security***.

Our enabling legislation, the Real Estate Services Act, empowers us to support real estate and land use related research, public and professional education, and law reform, as well as other real estate and land use related initiatives intended for the public or professional good. Since we were established 30 years ago, we have funded over \$80 million in grants to non-profit and community groups across BC.

Local & sustainable food systems is one our priority grant program areas. Our interest is ensuring that land in BC is available and accessible for growing food and increasing food production. Our goal is land in BC is protected and enhanced to support thriving, local, sustainable food systems now and in the future.

We believe this proposed program can build on REFBC's previous support to KPU's Institute for Sustainable Food Systems' work that created a research framework and tool to help local governments, planners and organizations to develop regional food system plans. However, REFBC recognizes there is a gap between adoption of goals and on-the-ground implementation. Therefore, we support initiatives that will advance sustainable food systems knowledge and community engagement into action by targeting students and professionals engaged in local food systems and security. We see this graduate credential can be a valuable link to KPU's applied research programming.

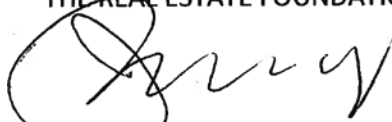
660 - 355 Burrard Street
Vancouver BC
V6C 2G8

phone 604.688.6800
toll free 1.866.912.6800

Please feel free to contact me if you have any questions or concerns (tel 604.343.2624 direct / toll free 1.866.912.6800 / jack@refbc.com).

Sincerely,

THE REAL ESTATE FOUNDATION OF BC

A handwritten signature in black ink, appearing to read 'Jack Wong', is written over the printed name.

Jack Wong
Chief Executive Officer



To whom it may concern,

Please accept this letter in support of KPU's development of a graduate certificate in Sustainable Food Systems and Security. Both the subject matter and the format of this program will be of real interest to Food Security professionals.

As the Executive Director of a small but ambitious non profit, this program is of interest to me personally and professionally. We are actively inspiring a robust Richmond food system through education, advocacy, and community building initiatives, and continually being asked to comment on and engage in the interconnected local/ global, social, environmental, health, and economic issues arising from our broken food system. To boldly tackle this, for me as a professional, for us as an organization, and for the broader community requires deep knowledge of many topics.

The institute for Sustainable Food Systems has a strong reputation in the food security community as holders of this knowledge. The opportunity to study with them and continue my professional work concurrently is very exciting.

Please don't hesitate to contact me for further information.

Sincerely,

A handwritten signature in dark ink that reads "A. Georgy".

Anita Georgy
Executive Director
Richmond Food Security Society



2b VENTURES
117-3192 Gladwin Road, Abbotsford, BC V2T 6M9
P (604) 504 5537 F (604) 504 5883 e sandyblue@telus.net

*We build our business through the recommendations of our customers.
We'd be honoured to have yours.*

November 4, 2017

By email: kent.mullinix@kpu.ca

Kent Mullinix, PhD., P.Ag. Director,
Institute for Sustainable Food Systems - Kwantlen Polytechnic University

Dear Kent,

Re: Support for KPU graduate certificate in Sustainable Food Systems and Security

As an internationally certified economic development professional and having served on the KPU Sustainable Food Systems Advisory since its inception I am pleased to provide this letter of support for KPU's proposed Graduate certificate in ***Sustainable Food Systems and Security***.

This program is especially important as the curriculum has the potential to bring together professionals and learners with a common interest and focus from around the world to engage in this locally embedded but globally relevant issue.

With the forecast growth in the Lower Mainland and pressures on communities to provide safe, nutritious, affordable local food this topic is more timely, relevant and critical to the conversation than ever before.

Since being elected to Abbotsford City Council in 2014 I have advocated for including Sustainable Food Systems and Security in our **Official Community Plan** and **AgRefresh** (the comprehensive review of our Ag lands). Not only is Abbotsford the largest geographic municipality in BC, 75% of our land is in the ALR. We face growing pressure on both our urban and agricultural land as we prepare to welcome a forecast 60,000 new residents. To accommodate this growth we will densify existing neighbourhoods and seek ways to increase productivity on 'food lands' to feed them. This KPU graduate program will help provide elected officials, planners and other professionals the information they need to help us 'do it right'.

I believe this graduate program will not only advance KPU's distinct and growing reputation as a Canadian leader in sustainable agriculture and food system education, outreach and applied research; but it will foster and support purposeful applied research and (*of great personal interest to me*) **community engagement**.

A handwritten signature in dark ink, appearing to read 'S Blue', with a stylized flourish at the end.

Sandy Blue, CECD EM, Ec.D, ABC
2b VENTURES – design solutions for business & home
117 – 3192 Gladwin Road, Abbotsford BC V2T 6M9
sandyblue@telus.net 604 504 5537 (h) 604 866 0415 (m)



October 31, 2018

To Whom It May Concern:

Re: Letter of Support for Kwantlen Polytechnic University's (KPU) implementation of a graduate certificate program in *Sustainable Food Systems and Security* for the Fall 2018 semester.

The Surrey Board of Trade (SBOT) supports KPU and its application to develop and implement a graduate certificate program in ***Sustainable Food Systems and Security*** for the Fall 2018 semester.

Sustainability is unequivocally at the heart of this program it builds on and will advance KPU's distinct and growing reputation as a Canadian leader in sustainable agriculture and food system education, outreach, and applied research.

This program is intended to facilitate examination and understanding of contemporary, dominant food systems thus imbuing a critical understanding and social and ethical awareness of sustainable food systems and food security. It is also intended to prepare professionals to advance their knowledge on sustainable food systems. Courses will be developed for on-line delivery and therefor the certificate will be accessible to place-bound students. As such the program has the potential to bring together professionals and learners with a common interest and focus from around the world.

Additionally, the SBOT represents 2,400 members and has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost-saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy.



Lastly, this innovative graduate program will directly link to KPU's research program focused on sustainable food systems and food security and will foster and support purposeful applied research and community engagement.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Huberman'.

H. Captain (Navy) Anita Huberman
CEO, Surrey Board of Trade



Box 219, 1350 Aster Street
Pemberton, BC V0N 2L0
P. 604-894-6371 TF. 800-298-7753
F. 604-894-6526
info@slrd.bc.ca www.slrd.bc.ca

November 14, 2017

Kent Mullinix
Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University

Dear Mr. Mullinix:

RE: GRADUATE CERTIFICATE IN SUSTAINABLE FOOD SYSTEMS AND SECURITY

I am writing this letter in support of the graduate certificate in Sustainable Food Systems and Security. I have reviewed the proposed curriculum and in my professional capacity I believe that such a program will help to prepare professionals from various disciplines to address the food challenges that are and will continue to face this country in the face of a changing climate and energy paradigm.

I have seen the work that you've done at Kwantlen Polytechnic University with respect to food systems research and I believe that you'll be more than capable of delivering a comprehensive program that will advance food systems knowledge and facilitate positive change.

Regards,

Kim Needham
Director of Planning and Development Services, Squamish-Lillooet Regional District

309-1930 West 3rd Avenue
Vancouver, B.C. V6J 1L1

November 12, 2017

Dr. Kent Mullinix
Institute of Sustainable Food Systems
Kwantlen Polytechnic University
12666 72 Avenue Surrey, BC
V3M 2M8

Dear Dr. Mullinix,

I provide this letter in support of the KPU plan to develop and implement a graduate certificate in Sustainable Food Systems and Security.

As a policy analyst working for the City of Vancouver I can attest to local government interest in, and need for access to, sustainable food system theory, knowledge and application. Urban agriculture, food production and local food security are topics that span land use, transportation, social and cultural planning and policy making. In my experience, few municipal planners and policy analysts have specific training or education in sustainable food systems and security. A certificate program such as the one proposed by KPU offers a much needed opportunity for interested and aspiring professionals to access an appropriately curated curriculum. The proposed on-line delivery model increases accessibility for working professionals.

I whole heartedly endorse the content of the proposed program of study. For certificate students who work in planning and policy development, sustainability theory coupled with applied knowledge of sustainable agriculture and food security will provide the basis for effective, practical, progressive policy and plan making.

Sustainable food systems and food security are central to local and global ecological sustainability. I believe the proposed KPU program will make a valuable contribution.

With kind regards,

A handwritten signature in black ink, appearing to read 'Cornelia Sussmann', with a long horizontal flourish extending to the right.

Cornelia Sussmann Ph



November 1, 2017

Re: Letter of Endorsement – Sustainable Food Systems and Security

To Whom it May Concern,

The Township of Langley (Township) is pleased to provide this letter of endorsement for a new graduate certificate program in *Sustainable Food Systems and Security* at Kwantlen Polytechnic University (KPU).

Building a robust and environmentally-focused food system in our region is critical to ensuring a sustainable and food-secure future for our residents. More research, education, and community engagement is needed to understand the very complex and multifaceted ways the current food system impacts the environment, the economy, and our society. As a municipality with 75% of our land in the Agricultural Land Reserve (ALR), the Township is particularly aware and affected by the broad impacts of our food system, ranging from the economic benefits of local food production to the environmental impacts of organic food waste disposal.

The proposed program at KPU would help ensure a more sustainable future by preparing students and professionals to advance food systems knowledge and action in our region. The new program has our full support.

Yours truly,

A handwritten signature in blue ink, appearing to read 'K. Daniszewski', is written over a horizontal line.

Krista Daniszewski
Sustainability Programs Specialist
Township of Langley
604.533.6090 X2208
kdaniszewski@tol.ca



UNIVERSITY OF TORONTO
DALLA LANA SCHOOL OF PUBLIC HEALTH

2017 Nov 8

To: Dr. Kent Mullinix, Director, Institute for Sustainable Food Systems
Kwantlen Polytechnic University
Re: Proposed graduate certificate program in *Sustainable Food Systems and Security*

Dear colleague:

It is with pleasure to hear about the proposed new certificate program that builds on KPU's growing reputation as a Canadian leader in sustainable agriculture and food system applied research, outreach and education. In my participation in meetings with you, both F2F workshops and virtual teleconferences, I have been most impressed by your eminently practical research program around sustainability and the food system in the Fraser River valley and beyond.

Teaching in a graduate Masters in Public Health program on food systems, sustainability and Ecological Public Health, I share your view that a large group of aspiring professionals want to learn more about locally embedded but globally relevant aspects of food systems, but need substantially more topical and technical knowledge and skills. Bringing a mix of social, natural and health science lenses to an informed, critical understanding of food systems is crucial to change towards healthier food systems, as much in Canada as globally. I particularly like the mix of core courses, a future looking course (something I encourage my students to do in group project work), and a capstone project. A select group of our MPH students do a capstone, ones who want to deepen their work in a particular area, very much like a major research project or mini-thesis at the masters' level.

The proposed certificate complements existing undergraduate level Canadian certificates which I know e.g. Ryerson University's excellent one on Food Security, Seneca College's Sustainable Local Food certificate, and University of Guelph's on Sustainable Urban Agriculture. Similar on-line certificates exist in the USA e.g. Stockbridge University of Massachusetts' certificate in Sustainable Food and Farming (Portland, Tufts and Minnesota as well). However, none of these are formally at a graduate level, nor link with a graduate program as does the proposed graduate certificate i.e. with Royal Roads University Master of Arts- Integrated Studies. The latter linkage will enable students interested in additional study to smoothly move on to a formal MA degree.

So I wish you well in your certificate's development and launch!

Sincerely

Donald C Cole MD, MSc, FRCP(C)
Professor



November 21, 2017

Re: Letter of Support for KPU's Sustainable Food Systems and Security Graduate Certificate

Dear Sir or Madam,

UBC Botanical Garden is delighted to provide this letter of support for KPU's development and implementation of a graduate certificate in Sustainable Food Systems and Security.

The UBC Botanical Garden works locally and internationally to safeguard the future of plants and supports community learning and engagement with nature. Specifically, our work in critical food literacy aims to provide skills, knowledge and expertise to advance just and sustainable food systems. We are pleased to see Kwantlen expand and grow its programming in this direction.

My personal experience with Kwantlen was very positive. I was a Postdoctoral Fellow in a collaborative project between UBC and Kwantlen's Institute for Sustainable Food Systems. This project, funded by the Pacific Institute for Climate Solutions allowed me to work closely with Kwantlen staff to advance my thinking and research objectives. The supervision received was valuable to my training and educational experiences.

I think there is significant value of a graduate program targeted to aspiring professionals to help understand the complex challenges that our food system faces. The online delivery format for the certificate ensures an inclusive program for residents not living in Metro Vancouver. Thank you for considering our letter of support and we wish this program a successful outcome.

Sincerely,

Tara

Dr. Tara Moreau

Associate Director, Sustainability and Community Programs
UBC Botanical Garden and Nitobe Memorial Garden
6804 SW Marine Drive | Vancouver, BC Canada V6T 1Z4
Phone [604 690 5375](tel:6046905375) | Fax [604 822 2016](tel:6048222016)
tara.moreau@ubc.ca

Geography and Environmental Studies

November 15, 2017

To Members of the Kwantlen Polytechnic University Senate,

I am writing to express my enthusiastic support for the proposed graduate certificate in ***Sustainable Food Systems and Security***.

As the Director for the Wilfrid Laurier University Centre for Sustainable Food Systems and the Principal Investigator for the Canada-wide and internationally networked 'Food: Locally Embedded Globally Engaged' (FLEdGE) Social Sciences and Humanities Research Council funded Partnership Grant I am well-positioned to assess the merits of the proposed certificate.

Given this context, I am confident that the proposed graduate certificate in ***Sustainable Food Systems and Security*** is the ideal flagship for graduate studies at KPU. Sustainable food studies is an exploding field and the proposed program will fill an educational void. I will provide two examples as context for this position. First, in 1991 there were no food policy councils in the world. As of 2016, according to Johns Hopkins University, there are more than 58 food policy councils in Canada with more than 320 across North America. Second, food is an important part of the United Nations Sustainable Development Goals (SDGs) and offers a much-needed synthetic lens for linking together the seventeen priorities established in 2015. However, to realize this potential demands professionals who can think across multiple disciplines and sectors to capture the multiple benefits that sustainable food systems offer including ecological regeneration, improved health, and more robust local economies. The well-rounded curriculum being proposed will offer people access to a degree that will prepare them to work in the field using a holistic food system sustainability lens and work in policy and other practitioner positions, for example in education, planning and economic development. This is critical both to the practice of and advancement of sustainable food systems.

This certificate would be unique in Canada, and one of a handful of opportunities in the world. That it is offered online makes it at once accessible, and using online teaching platforms, also allows for opportunities to build communities of practice.

The proposed graduate certificate in ***Sustainable Food Systems and Security*** would position KPU as a leader here at home and internationally. I cannot urge you strongly enough to support this innovative and much needed proposal. Please do not hesitate to contact me if you require more information or have any questions.

Best regards



Alison Blay-Palmer, PhD

Centre for International Governance Innovation Chair in Sustainable Food Systems

SUMMARY

Acronym and Number: SFSS 6100

Credits: 1

Implementation date: 1-Jan-2019

Descriptive Title: Our Food System and Sustainability

Banner Title: Food Systems & Sustainability

Course Developer(s): Jan Thompson; Kent Mullinix

Course Reviser(s):

☒ New Course / Replacement Course

☐ Course number/acronym change

Has the course rubric (both the acronym and number) been approved by the Registrar?

Yes

Indicate when the course rubric was approved and by whom:

Program title and acronym approved Feb. 28, 2018; Terri Taylor, Zena Mitchell. Course number approved Mar. 26, 2018; S. Yezerinac.

☐ Credit Change

Does this course replace another course? **No**

If “Yes”, specify which course it’s replacing:

☐ **Revisions for approval by Faculty Curriculum**

Committee

Changes involved:

☐ Descriptive Title

☐ Calendar Description

☐ Learning Outcomes

☐ Content

☐ Learning Activities

☐ Learning Resources

☐ Minor Assessments Consistent with Policies AR6 and/or AC4

☐ PLA

☐ Cross-listed, Equivalent, and Credit Exclusion Courses

☐ **This course is being discontinued.**

Effective date:

Brief rationale:

Does this course’s discontinuance impact programs or other courses?

No

If “Yes”, please specify the impacted programs and courses (e.g., courses that have the discontinued course as a prerequisite or corequisite):

☒ **Revisions for approval by Senate**

Changes involved:

☐ Discontinuance of this course

☐ Credits (triggers a new course)

☐ Prerequisites/Corequisites

☐ Required for credential

☐ Assessments inconsistent with Policies AR6 and/or AC4

☐ Impact on other programs or courses

☐ Course format

☐ Course level

☐ Attributes – Quantitative status, Writing intensive status

☐ Attributes – Pathway course

☒ This course is part of a new or revised program submission

Specify the program(s):

Graduate Certificate- Sustainable Food Systems and Food Security

Have the above program(s) been approved by Senate?

No

Course level? Graduate**Cross-listed Courses**

☐ This course is cross-listed with another course

Specify the cross-listed course(s):

Has the other Department been consulted? No

Equivalent Courses

☐ This course has equivalent course(s)

Specify the equivalent course(s):

Credit Exclusion Courses

☐ This course has credit exclusion course(s)

Specify the credit exclusion course(s):

Transfer Credit

☐ This revision affects transfer credit status (for sending purposes only)

Attributes

Requested Attributes:

- ☐ Quantitative status
- ☐ Writing Intensive status
- ☐ Pathway course

Approved Attributes:

- ☐ Quantitative status
- ☐ Writing Intensive status
- ☐ Pathway course

Tuition Category?

<http://www.kpu.ca/sites/default/files/Policies/Bylaw No. 4 Fees.pdf>



Faculty: Faculty of Arts
Department Name: Arts
Course Acronym and Number: SFSS 6100
Former Acronym and Number:
Equivalent Courses:
Cross-listed Courses:
Credit Exclusion Courses:
Credits: 1
Descriptive Title: Our Food System and Sustainability

Calendar Description:

In this course, students will investigate the meaning of food systems and sustainability. The theoretical underpinnings of food system studies will be introduced and critically examined using interdisciplinary approaches (e.g., agriculture, anthropology, social sciences, planning, community nutrition, food security, economics, environmental resource management). Students will learn the importance of sustainability models pertaining to global resource limitations, ecosystem degradation, and societal well-being, function and development.

Required for the following credentials:

Graduate Certificate- Sustainable Food Systems and Security

Prerequisites:	
Corequisites:	

External Accreditation:

☐ This course is externally accredited
Specify the external accreditation groups:

Implementation Date: 1-Jan-2019

To be Reviewed Date: 1-Jan-2024

Discontinued Date:

Learning Outcomes:

A student who successfully completes the course will have reliably demonstrated the ability to:

Critically examine systems theory as a basis of research and study.
Explore and critically examine the concept of sustainability and its applicability to the human enterprise/ economy.
Apply the concepts of sustainability to food system studies.
Examine the interdisciplinary approach as a means to study food systems.

Content:

Content will include, but is not restricted to, the following:

Fundamental concepts of systems theory.
Fundamental elements inherent in the concept of sustainability.
Sustainability models and their importance in the face of global resource limitations and ecosystem degradation.
Sustainability models and their importance in regard to societal well-being, function and development.
Key research methods used in interdisciplinary studies such as food system studies.

Learning Activities:

Learning activities should be appropriately related to learning outcomes.

Activities may include, but are not restricted to, the following:

Asynchronous lectures
Discussion forums
Review of grey and peer-reviewed literature
Group projects
Online presentations

Assessment Methods:

Grading system used:

Letter Grade

Per Policy AC4, the minimum passing grade in a course using the letter grade system for assessment is a D grade unless otherwise specified on the course outline. If this course requires a minimum grade other than a D grade for the purposes of graduation,

☒ Please indicate the program(s) to which this applies: Graduate Certificate- Sustainable Food Systems and Food Security

☐ Please indicate the minimum grade required:

Assessment plans comply with KPU policy and may resemble the following:

Assessment Type*	Value
Learning Contribution	10%%
Term project/ paper	30%%
Weekly reading responses	30%%
Quizzes	30%%
	%
	%
	%
Total	100%

*Learning contribution may be used as an assessment type. Learning contributions may include, but are not restricted to, the following: Active listening, oral contribution and elaboration in discussion/debate, course related volunteer opportunities, peer critique, leadership activities, mentorship, scribing for others, etc.

If "learning contribution" is listed as an assessment type, the course developer should provide guidelines below for how learning contribution is assessed.

elaboration in discussion/debate, peer critique, leadership activities

Methods for Prior Learning Assessment:

The following PLA methods will be used:

- ☐ Challenge exam
- ☐ Standardized test
- ☐ Product / Portfolio
- ☐ Demonstration
- ☐ Interview
- ☐ Worksite assessment
- ☐ Self-assessment
- ☐ External evaluation

Course Format:

Instruction types and delivery methods: (e.g., classroom-related, lab, practicum, field school, experiential/contextual delivery, simulation, online, face-to-face, hybrid delivery, interdisciplinary delivery, team-teaching, etc.)

Online

Learning Resources:

Textbooks, Lab, or Shop Manuals, Equipment, etc., such as:

Various grey and peer-reviewed literature, books, book chapters, documentary films
--

Do library resources in this area need more development?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Course Developer(s):		Signed Date:	
Department Chair:		Signed Date:	
Dean/Associate Dean:		Signed Date:	
Senate Vice Chair:		Signed Date:	

SUMMARY

Acronym and Number: SFSS 6110
Credits: 4
Implementation date: 1-Jan-2019

Descriptive Title: Environment and Food Systems
Banner Title: Environment & Food Systems

Course Developer(s): Mike Bomford; Jan Thompson
Course Reviser(s): Kent Mullinix

☒ New Course / Replacement Course

☐ Course number/acronym change

Has the course rubric (both the acronym and number) been approved by the Registrar?

Yes

Indicate when the course rubric was approved and by whom:

Program title and acronym approved Feb. 28, 2018; Terri Taylor, Zena Mitchell. Course number approved Mar. 26, 2018; S. Yezerinac.

☐ Credit Change

Does this course replace another course? **No**

If “Yes”, specify which course it’s replacing:

☐ **Revisions for approval by Faculty Curriculum**

Committee

Changes involved:

☐ Descriptive Title

☐ Calendar Description

☐ Learning Outcomes

☐ Content

☐ Learning Activities

☐ Learning Resources

☐ Minor Assessments Consistent with Policies AR6 and/or AC4

☐ PLA

☐ Cross-listed, Equivalent, and Credit Exclusion Courses

☐ **This course is being discontinued.**

Effective date:

Brief rationale:

Does this course’s discontinuance impact programs or other courses?

No

If “Yes”, please specify the impacted programs and courses (e.g., courses that have the discontinued course as a prerequisite or corequisite):

☒ **Revisions for approval by Senate**

Changes involved:

☐ Discontinuance of this course

☐ Credits (triggers a new course)

☐ Prerequisites/Corequisites

☐ Required for credential

☐ Assessments inconsistent with Policies AR6 and/or AC4

☐ Impact on other programs or courses

☐ Course format

☐ Course level

☐ Attributes – Quantitative status, Writing intensive status

☐ Attributes – Pathway course

☒ This course is part of a new or revised program submission

Specify the program(s):

Graduate Certificate- Sustainable Food Systems and Food Security

Have the above program(s) been approved by Senate?

No

Course level? Graduate**Cross-listed Courses**

- ☐ This course is cross-listed with another course

Specify the cross-listed course(s):

Has the other Department been consulted? No

Equivalent Courses

- ☐ This course has equivalent course(s)

Specify the equivalent course(s):

Credit Exclusion Courses

- ☐ This course has credit exclusion course(s)

Specify the credit exclusion course(s):

Transfer Credit

- ☐ This revision affects transfer credit status (for sending purposes only)

Attributes

Requested Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Approved Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Tuition Category?

<http://www.kpu.ca/sites/default/files/Policies/Bylaw No. 4 Fees.pdf>

Faculty: Faculty of Arts
Department Name: Arts
Course Acronym and Number: SFSS 6110
Former Acronym and Number:
Equivalent Courses:
Cross-listed Courses:
Credit Exclusion Courses:
Credits: 4
Descriptive Title: Environment and Food Systems

Calendar Description:

In this course, students will investigate the underlying requirements for food production, including land, water, and resources, and how the production of food has impacted these in turn. Students will learn about the relationship between food production and the environment, including the impact of climate change on food systems.

Required for the following credentials:

Graduate Certificate- Sustainable Food Systems and Security

Prerequisites:	SFSS 6100
Corequisites:	

External Accreditation:

☐ This course is externally accredited
Specify the external accreditation groups:

Implementation Date: 1-Jan-2019

To be Reviewed Date: 1-Jan-2024

Discontinued Date:

Learning Outcomes:

A student who successfully completes the course will have reliably demonstrated the ability to:

- **Examine the interrelationships among human culture, food systems, and natural environment.**
- **Recognize ways in which changing food systems have shaped historical trends in key environmental indicators.**
- **List the nine planetary boundaries, and identify food system influences on each.**
- **Distinguish between major food system components and explain how their contributions to planetary boundaries differ.**
- **Compare and contrast emerging food system paradigms -- such as industrial, organic, bioregional, and eco-modernist -- in terms of their potential environmental impacts.**
- **Rank proposed food system changes according to their likely impacts on key environmental indicators.**
- **Propose food policy measures with potential for positive environmental outcomes.**

Content:

Content will include, but is not restricted to, the following:

- **Food system paradigms, history, and analysis**
- **Lifecycle analysis**
- **Environmental indicators**
- **Environmental impacts on the food system**
- **Climate change**
- **Food policy measures**
- **Culture, food systems, and the environment**
- **Planetary boundaries**
- **Food system paradigms**

Learning Activities:

Learning activities should be appropriately related to learning outcomes.

Activities may include, but are not restricted to, the following:

- **Critical analysis of scientific writing**

- **Viewing multimedia resources critically**
- **Analyzing, discussing, and solving problems in an online chat format**
- **Reflecting on issues through discussions or writing assignments**
- **Working collectively on a presentation**
- **Conducting library and online research**
- **Giving a research-based online presentation**
- **Researching and writing a term paper**

Assessment Methods:

Grading system used:

Letter Grade

Per Policy AC4, the minimum passing grade in a course using the letter grade system for assessment is a D grade unless otherwise specified on the course outline. If this course requires a minimum grade other than a D grade for the purposes of graduation,

☒ Please indicate the program(s) to which this applies: Graduate Certificate- Sustainable Food Systems and Security

☐ Please indicate the minimum grade required:

Assessment plans comply with KPU policy and may resemble the following:

Assessment Type*	Value
Learning Contribution	20%%
Online Presentation	15%%
Midterm exam	15%%
Final Exam	25%%
Term Paper	25%%
	%
	%
Total	100%

*Learning contribution may be used as an assessment type. Learning contributions may include, but are not restricted to, the following: Active listening, oral contribution and elaboration in discussion/debate, course related volunteer opportunities, peer critique, leadership activities, mentorship, scribing for others, etc.

If "learning contribution" is listed as an assessment type, the course developer should provide guidelines below for how learning contribution is assessed.

elaboration in online discussions/debates, peer critique, leadership activities

Methods for Prior Learning Assessment:

The following PLA methods will be used:

- ☐ Challenge exam
- ☐ Standardized test
- ☐ Product / Portfolio
- ☐ Demonstration
- ☐ Interview
- ☐ Worksite assessment
- ☐ Self-assessment
- ☐ External evaluation

Course Format:

Instruction types and delivery methods: (e.g., classroom-related, lab, practicum, field school, experiential/contextual delivery, simulation, online, face-to-face, hybrid delivery, interdisciplinary delivery, team-teaching, etc.)

online

Learning Resources:

Textbooks, Lab, or Shop Manuals, Equipment, etc., such as:

Various grey and peer-reviewed literature, books, documentary films

Do library resources in this area need more development?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Course Developer(s):		Signed Date:	
Department Chair:		Signed Date:	

Dean/Associate Dean:		Signed Date:	
Senate Vice Chair:		Signed Date:	

SUMMARY

Acronym and Number: SFSS 6120

Credits: 3

Implementation date: 1-Jan-2019

Descriptive Title: Food System Economics

Banner Title: Food System Economics

Course Developer(s): Kent Mullinix;Wallapak Polasub

Course Reviser(s): Kent Mullinix

☒ New Course / Replacement Course

☐ Course number/acronym change

Has the course rubric (both the acronym and number) been approved by the Registrar?

Yes

Indicate when the course rubric was approved and by whom:

Program title and acronym approved Feb. 28, 2018; Terri Taylor, Zena Mitchell. Course number approved Mar. 26, 2018; S. Yezerinac.

☐ Credit Change

Does this course replace another course? **No**

If “Yes”, specify which course it’s replacing:

☐ **Revisions for approval by Faculty Curriculum**

Committee

Changes involved:

☐ Descriptive Title

☐ Calendar Description

☐ Learning Outcomes

☐ Content

☐ Learning Activities

☐ Learning Resources

☐ Minor Assessments Consistent with Policies AR6 and/or AC4

☐ PLA

☐ Cross-listed, Equivalent, and Credit Exclusion Courses

☐ **This course is being discontinued.**

Effective date:

Brief rationale:

Does this course’s discontinuance impact programs or other courses?

No

If “Yes”, please specify the impacted programs and courses (e.g., courses that have the discontinued course as a prerequisite or corequisite):

☒ **Revisions for approval by Senate**

Changes involved:

☐ Discontinuance of this course

☐ Credits (triggers a new course)

☐ Prerequisites/Corequisites

☐ Required for credential

☐ Assessments inconsistent with Policies AR6 and/or AC4

☐ Impact on other programs or courses

☐ Course format

☐ Course level

☐ Attributes – Quantitative status, Writing intensive status

☐ Attributes – Pathway course

☒ This course is part of a new or revised program submission

Specify the program(s):

Graduate Certificate- Sustainable Food Systems and Food Security

Have the above program(s) been approved by Senate?

No

Course level? Graduate**Cross-listed Courses**

- ☐ This course is cross-listed with another course

Specify the cross-listed course(s):

Has the other Department been consulted? No

Equivalent Courses

- ☐ This course has equivalent course(s)

Specify the equivalent course(s):

Credit Exclusion Courses

- ☐ This course has credit exclusion course(s)

Specify the credit exclusion course(s):

Transfer Credit

- ☐ This revision affects transfer credit status (for sending purposes only)

Attributes

Requested Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Approved Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Tuition Category?

<http://www.kpu.ca/sites/default/files/Policies/Bylaw No. 4 Fees.pdf>



COURSE OUTLINE

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Faculty: Faculty of Arts
Department Name: Arts
Course Acronym and Number: SFSS 6120
Former Acronym and Number:
Equivalent Courses:
Cross-listed Courses:
Credit Exclusion Courses:
Credits: 3
Descriptive Title: Food System Economics

Calendar Description:

In this course, students will critically examine the economic underpinnings and outcomes of the industrial, global food system through a food security and food system sustainability lens. The economic foundation and environment required for a robust, sustainable food system will be gauged and requisite policy and regulatory strategy be explored. Through case studies, students will learn about the applicability and limitations of a variety of economic analysis tools used in food system studies.

Required for the following credentials:

Graduate Certificate- Sustainable Food Systems and Security

Prerequisites:	SFSS 6100
Corequisites:	

External Accreditation:

☐ This course is externally accredited
Specify the external accreditation groups:

Implementation Date: 1-Jan-2019

To be Reviewed Date: 1-Jan-2024

Discontinued Date:

Learning Outcomes:

A student who successfully completes the course will have reliably demonstrated the ability to:

Explain the economic system underpinnings of the production paradigm food system.
Describe and explain the various outcomes of the production paradigm food system and their economic causes and ramifications.
Explain the economic foundations required for a sustainable food system.
Identify economic obstacles to global and local/regional food system sustainability and food security.
Describe and explain integrated policy required to create an economic environment fostering a sustainable food system and broad food security.
Use a variety of economic analysis tools used in food system study- e.g. cost benefit analysis, cost effectiveness analysis, economic impact analysis, economic multiplier effect.

Content:

Content will include, but is not restricted to, the following:

Economic precepts and characteristics of the transnational, industrial food system.
Corporate hegemony in the food system; vertical and horizontal integration.
Socio-economic outcomes of the contemporary North American food system: e.g. rural communities, direct and indirect food s, food security/ insecurity, food access, externalized costs, farms and farming, subsidization.
Sustainable economic theory and sustainable food systems.
Economic analysis tools/ methods application to food systems study.
Policy for food system economics change.

Learning Activities:

Learning activities should be appropriately related to learning outcomes.

Activities may include, but are not restricted to, the following:

Asynchronous lectures
Discussion forums
Review of literature
Reading and proven written analysis/response
Case study analysis
Online presentations

Assessment Methods:

Grading system used:

Letter Grade

Per Policy AC4, the minimum passing grade in a course using the letter grade system for assessment is a D grade unless otherwise specified on the course outline. If this course requires a minimum grade other than a D grade for the purposes of graduation,

☒ Please indicate the program(s) to which this applies: Graduate Certificate- Sustainable Food Systems and Security

☐ Please indicate the minimum grade required:

Assessment plans comply with KPU policy and may resemble the following:

Assessment Type*	Value
Learning Contributions	10%%
Written assignments	20%%
Team project	15%%
Presentation	10%%
3 Quizzes (15% each)	45%%
	%
	%
Total	100%

*Learning contribution may be used as an assessment type. Learning contributions may include, but are not restricted to, the following: Active listening, oral contribution and elaboration in discussion/debate, course related volunteer opportunities, peer critique, leadership activities, mentorship, scribing for others, etc. If "learning contribution" is listed as an assessment type, the course developer should provide guidelines below for how learning contribution is assessed.

elaboration in discussion/debate, peer critique, leadership activities

Methods for Prior Learning Assessment:

The following PLA methods will be used:

- ☐ Challenge exam
 - ☐ Standardized test
 - ☐ Product / Portfolio
 - ☐ Demonstration
 - ☐ Interview
 - ☐ Worksite assessment
 - ☐ Self-assessment
 - ☐ External evaluation
-

Course Format:

Instruction types and delivery methods: (e.g., classroom-related, lab, practicum, field school, experiential/contextual delivery, simulation, online, face-to-face, hybrid delivery, interdisciplinary delivery, team-teaching, etc.)

online

Learning Resources:

Textbooks, Lab, or Shop Manuals, Equipment, etc., such as:

Various grey and peer-reviewed literature, books, documentary films

Do library resources in this area need more development?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Course Developer(s):		Signed Date:	
Department Chair:		Signed Date:	
Dean/Associate Dean:		Signed Date:	
Senate Vice Chair:		Signed Date:	

SUMMARY

Acronym and Number: SFSS 6130

Credits: 4

Implementation date: 1-Jan-2019

Descriptive Title: Food System and Society

Banner Title: Food System & Society

Course Developer(s): Kent Mullinix; Payal Batra

Course Reviser(s):

☒ New Course / Replacement Course

☐ Course number/acronym change

Has the course rubric (both the acronym and number) been approved by the Registrar?

Yes

Indicate when the course rubric was approved and by whom:

Program title and acronym approved Feb. 28, 2018; Terri Taylor, Zena Mitchell. Course number approved Mar. 26, 2018; S. Yezerinac.

☐ Credit Change

Does this course replace another course? **No**

If "Yes", specify which course it's replacing:

☐ **Revisions for approval by Faculty Curriculum**

Committee

Changes involved:

☐ Descriptive Title

☐ Calendar Description

☐ Learning Outcomes

☐ Content

☐ Learning Activities

☐ Learning Resources

☐ Minor Assessments Consistent with Policies AR6 and/or AC4

☐ PLA

☐ Cross-listed, Equivalent, and Credit Exclusion Courses

☐ **This course is being discontinued.**

Effective date:

Brief rationale:

Does this course's discontinuance impact programs or other courses?

No

If "Yes", please specify the impacted programs and courses (e.g., courses that have the discontinued course as a prerequisite or corequisite):

☒ **Revisions for approval by Senate**

Changes involved:

☐ Discontinuance of this course

☐ Credits (triggers a new course)

☐ Prerequisites/Corequisites

☐ Required for credential

☐ Assessments inconsistent with Policies AR6 and/or AC4

☐ Impact on other programs or courses

☐ Course format

☐ Course level

☐ Attributes – Quantitative status, Writing intensive status

☐ Attributes – Pathway course

☒ This course is part of a new or revised program submission

Specify the program(s):

Graduate Certificate- Sustainable Food Systems and Food Security

Have the above program(s) been approved by Senate?

No

Course level? Graduate**Cross-listed Courses**

- ☐ This course is cross-listed with another course

Specify the cross-listed course(s):

Has the other Department been consulted? No

Equivalent Courses

- ☐ This course has equivalent course(s)

Specify the equivalent course(s):

Credit Exclusion Courses

- ☐ This course has credit exclusion course(s)

Specify the credit exclusion course(s):

Transfer Credit

- ☐ This revision affects transfer credit status (for sending purposes only)

Attributes

Requested Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Approved Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Tuition Category?

<http://www.kpu.ca/sites/default/files/Policies/Bylaw No. 4 Fees.pdf>



COURSE OUTLINE

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Faculty: Faculty of Arts
Department Name: Arts
Course Acronym and Number: SFSS 6130
Former Acronym and Number:
Equivalent Courses:
Cross-listed Courses:
Credit Exclusion Courses:
Credits: 4
Descriptive Title: Food System and Society

Calendar Description:

Students will examine the nexus of food system, community and household health, food insecurity, food sovereignty, culture and food policy and politics in order to acquire a conceptual understanding of the links between the modern industrialized food system and community and population health. Students will cover topics related to the social, cultural, and health impacts of food systems as well as the effects of the socioeconomic, political, cultural and psychological factors on food choices and health. Students will evaluate current agricultural policies, examine policy barriers to alternative food systems and explore policy development and policy change.

Required for the following credentials:

Graduate Certificate- Sustainable Food Systems and Security

Prerequisites:	SFSS 6100
Corequisites:	

External Accreditation:

☐ This course is externally accredited
Specify the external accreditation groups:

Implementation Date: 1-Jan-2019

To be Reviewed Date: 1-Jan-2024

Discontinued Date:

Learning Outcomes:

A student who successfully completes the course will have reliably demonstrated the ability to:

Recognize how food related health issues result from the interplay between complex social, cultural, political and historical factors.
Understand the basic principles of food access and discern dilemmas at household, local, national and international levels.
Examine the role of food availability, food access, food utilization and stability on food security.
Distinguish how different sustainable food production systems are in terms of food access and availability for everyone.
Identify the role of actors and activities to achieve food security at different levels (international, national, local, household, and individual level).
Examine the diverse initiatives and thought focused on food security and food justice.
Evaluate current agricultural policies, policy barriers to alternative food systems.
Propose food and agricultural policy strategies for food security, food justice, and food sovereignty.

Content:

Content will include, but is not restricted to, the following:

Causes and consequences of urban and rural food insecurity across Canada.
Issues and concepts underpinning food security at various levels and actors.
Political, social, cultural, economic and ecological elements shaping our health via the food system.
Intersection of food justice with other social inequities involving race, class, gender and governance.
Political debates and policy impacting various levels of our food system.

Learning Activities:

Learning activities should be appropriately related to learning outcomes.

Activities may include, but are not restricted to, the following:

Asynchronous lectures
Discussion forums
Reading reflections
Research papers
Case study assessment
Online presentations

Assessment Methods:

Grading system used:

Letter Grade

Per Policy AC4, the minimum passing grade in a course using the letter grade system for assessment is a D grade unless otherwise specified on the course outline. If this course requires a minimum grade other than a D grade for the purposes of graduation,

☒ Please indicate the program(s) to which this applies: Graduate Certificate- Sustainable Food Systems and Food Security

☐ Please indicate the minimum grade required:

Assessment plans comply with KPU policy and may resemble the following:

Assessment Type*	Value
Learning Contributions	10%%
Reading assessments	30%%
Team assignment	30%%
Presentation	30%%
	%
	%
	%
Total	100%

*Learning contribution may be used as an assessment type. Learning contributions may include, but are not restricted to, the following: Active listening, oral contribution and elaboration in discussion/debate, course related volunteer opportunities, peer critique, leadership activities, mentorship, scribing for others, etc.

If "learning contribution" is listed as an assessment type, the course developer should provide guidelines below for how learning contribution is assessed.

elaboration in discussion/debate, peer critique, leadership activities

Methods for Prior Learning Assessment:

The following PLA methods will be used:

- ☐ Challenge exam
 - ☐ Standardized test
 - ☐ Product / Portfolio
 - ☐ Demonstration
 - ☐ Interview
 - ☐ Worksite assessment
 - ☐ Self-assessment
 - ☐ External evaluation
-

Course Format:

Instruction types and delivery methods: (e.g., classroom-related, lab, practicum, field school, experiential/contextual delivery, simulation, online, face-to-face, hybrid delivery, interdisciplinary delivery, team-teaching, etc.)

online

Learning Resources:

Textbooks, Lab, or Shop Manuals, Equipment, etc., such as:

various grey and peer-reviewed literature, books, documentary films

Do library resources in this area need more development?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Course Developer(s):		Signed Date:	
Department Chair:		Signed Date:	
Dean/Associate Dean:		Signed Date:	
Senate Vice Chair:		Signed Date:	

SUMMARY

Acronym and Number: SFSS 6140

Credits: 4

Implementation date: 1-Jan-2019

Descriptive Title: Creating Our Food System Future

Banner Title: Creating Our Food Future

Course Developer(s): Rebecca Harbut;Iryna Karaush

Course Reviser(s):

☒ New Course / Replacement Course

☐ Course number/acronym change

Has the course rubric (both the acronym and number) been approved by the Registrar?

Yes

Indicate when the course rubric was approved and by whom:

Program title and acronym approved Feb. 28, 2018; Terri Taylor, Zena Mitchell. Course number approved Mar. 26, 2018; S. Yezerinac.

☐ Credit Change

Does this course replace another course? **No**

If “Yes”, specify which course it’s replacing:

☐ **Revisions for approval by Faculty Curriculum**

Committee

Changes involved:

☐ Descriptive Title

☐ Calendar Description

☐ Learning Outcomes

☐ Content

☐ Learning Activities

☐ Learning Resources

☐ Minor Assessments Consistent with Policies AR6 and/or AC4

☐ PLA

☐ Cross-listed, Equivalent, and Credit Exclusion Courses

☐ **This course is being discontinued.**

Effective date:

Brief rationale:

Does this course’s discontinuance impact programs or other courses?

No

If “Yes”, please specify the impacted programs and courses (e.g., courses that have the discontinued course as a prerequisite or corequisite):

☒ **Revisions for approval by Senate**

Changes involved:

☐ Discontinuance of this course

☐ Credits (triggers a new course)

☐ Prerequisites/Corequisites

☐ Required for credential

☐ Assessments inconsistent with Policies AR6 and/or AC4

☐ Impact on other programs or courses

☐ Course format

☐ Course level

☐ Attributes – Quantitative status, Writing intensive status

☐ Attributes – Pathway course

☒ This course is part of a new or revised program submission

Specify the program(s):

Graduate Certificate- Sustainable Food Systems and Food Security

Have the above program(s) been approved by Senate?

No

Course level? Graduate**Cross-listed Courses**

- ☐ This course is cross-listed with another course

Specify the cross-listed course(s):

Has the other Department been consulted? No

Equivalent Courses

- ☐ This course has equivalent course(s)

Specify the equivalent course(s):

Credit Exclusion Courses

- ☐ This course has credit exclusion course(s)

Specify the credit exclusion course(s):

Transfer Credit

- ☐ This revision affects transfer credit status (for sending purposes only)

Attributes

Requested Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Approved Attributes:

- ☐ Quantitative status
☐ Writing Intensive status
☐ Pathway course

Tuition Category?

<http://www.kpu.ca/sites/default/files/Policies/Bylaw No. 4 Fees.pdf>



Faculty: Faculty of Arts
Department Name: Arts
Course Acronym and Number: SFSS 6140
Former Acronym and Number:
Equivalent Courses:
Cross-listed Courses:
Credit Exclusion Courses:
Credits: 4
Descriptive Title: Creating Our Food System Future

Calendar Description:

This course explores the evolution and structure of food systems through economic, social, and ecological lenses. Students will develop an understanding of the dynamics between regional and global food systems and their respective paradigms. Through the application of design-thinking methodologies, students will apply design metrics to assess the sustainability of food systems.

Required for the following credentials:

Graduate Certificate- Sustainable Food Systems and Security

Prerequisites:	SFSS 6100
Corequisites:	

External Accreditation:

☐ This course is externally accredited
Specify the external accreditation groups:

Implementation Date: 1-Jan-2019

To be Reviewed Date: 1-Jan-2024

Discontinued Date:

Learning Outcomes:

A student who successfully completes the course will have reliably demonstrated the ability to:

- **Assess the food system discourse from industrial to contemporary.**
 - **Compare the historical and traditional significance of local farms in the era of post-industrial globalization.**
 - **Assess markets for food production within specific environmental and economic contexts.**
 - **Articulate and apply design thinking methodologies to food systems.**
 - **Critical analysis of case studies focused on food system transformation.**
 - **Design metrics of success in sustainable food systems.**
 - **Comprehend and apply integrative design process to food system design.**
-

Content:

Content will include, but is not restricted to, the following:

1. **Historical discourse of food systems from industrial to post modern**
 - **Understand paradigms that informed the design of our current food system structure**
 - **Industrialism, post/modernism, post-industrial globalization**
 - **What were the social, economic, technological, ecological impacts during each period**
 - **Social disconnect from the food system**
 - **Analyzing contemporary trends and forecasting future context**

Design methodology

Understanding the design process that has informed contemporary food system
Design thinking as an innovative process
Role of creative thinking and critical thinking in design
Approaches to develop a more sustainable and democratic food system
Applying design thinking in the development of the our future food system
Metrics of a successful food system
Application of success metrics to analyze a case study - Action and Policy, Business and Technology Innovation
Case studies of existing alternate models (food hubs, vertical farming, urban agriculture, cooperatives, internet of things, community farms, education programs)
• Assessment of the success based on the metrics of success

Learning Activities:

Learning activities should be appropriately related to learning outcomes.

Activities may include, but are not restricted to, the following:

Asynchronous lectures
Discussion forums
Review of literature
Online presentations
Research papers
Design thinking team project
Case study assessments

Assessment Methods:

Grading system used:

Letter Grade

Per Policy AC4, the minimum passing grade in a course using the letter grade system for assessment is a D grade unless otherwise specified on the course outline. If this course requires a minimum grade other than a D grade for the purposes of graduation,

☒ Please indicate the program(s) to which this applies: Graduate Certificate- Sustainable Food Systems and Food Security

☐ Please indicate the minimum grade required:

Assessment plans comply with KPU policy and may resemble the following:

Assessment Type*	Value
Learning Contributions	10%%
Presentation	30%%
Team Project	30%%
Case Study Assignments	30%%
	%
	%
	%
Total	100%

*Learning contribution may be used as an assessment type. Learning contributions may include, but are not restricted to, the following: Active listening, oral contribution and elaboration in discussion/debate, course related volunteer opportunities, peer critique, leadership activities, mentorship, scribing for others, etc.
If "learning contribution" is listed as an assessment type, the course developer should provide guidelines below for how learning contribution is assessed.

elaboration in discussion/debate, peer critique, leadership activities

Methods for Prior Learning Assessment:

The following PLA methods will be used:

- ☐ Challenge exam
- ☐ Standardized test
- ☐ Product / Portfolio
- ☐ Demonstration
- ☐ Interview
- ☐ Worksite assessment
- ☐ Self-assessment
- ☐ External evaluation

Course Format:

Instruction types and delivery methods: (e.g., classroom-related, lab, practicum, field school, experiential/contextual delivery, simulation, online, face-to-face, hybrid delivery, interdisciplinary delivery, team-teaching, etc.)

online

Learning Resources:

Textbooks, Lab, or Shop Manuals, Equipment, etc., such as:

custom course package

Do library resources in this area need more development?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Course Developer(s):		Signed Date:	
Department Chair:		Signed Date:	
Dean/Associate Dean:		Signed Date:	
Senate Vice Chair:		Signed Date:	

SUMMARY

Acronym and Number: SFSS 6180

Credits: 2

Implementation date: 1-Jan-2019

Descriptive Title: Community Food System- Capstone Project

Banner Title: Community Capstone Project

Course Developer(s): Kent Mullinix

Course Reviser(s):

☒ New Course / Replacement Course

☐ Course number/acronym change

Has the course rubric (both the acronym and number) been approved by the Registrar?

Yes

Indicate when the course rubric was approved and by whom:

Program title and acronym approved Feb. 28, 2018; Terri Taylor, Zena Mitchell. Course number approved Mar. 26, 2018; S. Yezerinac.

☐ Credit Change

Does this course replace another course? **No**

If “Yes”, specify which course it’s replacing:

☐ **Revisions for approval by Faculty Curriculum**

Committee

Changes involved:

☐ Descriptive Title

☐ Calendar Description

☐ Learning Outcomes

☐ Content

☐ Learning Activities

☐ Learning Resources

☐ Minor Assessments Consistent with Policies AR6 and/or AC4

☐ PLA

☐ Cross-listed, Equivalent, and Credit Exclusion Courses

☐ **This course is being discontinued.**

Effective date:

Brief rationale:

Does this course’s discontinuance impact programs or other courses?

No

If “Yes”, please specify the impacted programs and courses (e.g., courses that have the discontinued course as a prerequisite or corequisite):

☒ **Revisions for approval by Senate**

Changes involved:

☐ Discontinuance of this course

☐ Credits (triggers a new course)

☐ Prerequisites/Corequisites

☐ Required for credential

☐ Assessments inconsistent with Policies AR6 and/or AC4

☐ Impact on other programs or courses

☐ Course format

☐ Course level

☐ Attributes – Quantitative status, Writing intensive status

☐ Attributes – Pathway course

☒ This course is part of a new or revised program submission

Specify the program(s):

Graduate Certificate- Sustainable Food Systems and Food Security

Have the above program(s) been approved by Senate?

No

Course level? Graduate**Cross-listed Courses**

☐ This course is cross-listed with another course

Specify the cross-listed course(s):

Has the other Department been consulted? No

Equivalent Courses

☐ This course has equivalent course(s)

Specify the equivalent course(s):

Credit Exclusion Courses

☐ This course has credit exclusion course(s)

Specify the credit exclusion course(s):

Transfer Credit

☐ This revision affects transfer credit status (for sending purposes only)

Attributes

Requested Attributes:

- ☐ Quantitative status
- ☐ Writing Intensive status
- ☐ Pathway course

Approved Attributes:

- ☐ Quantitative status
- ☐ Writing Intensive status
- ☐ Pathway course

Tuition Category?

<http://www.kpu.ca/sites/default/files/Policies/Bylaw No. 4 Fees.pdf>



COURSE OUTLINE

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Faculty: Faculty of Arts
Department Name: Arts
Course Acronym and Number: SFSS 6180
Former Acronym and Number:
Equivalent Courses:
Cross-listed Courses:
Credit Exclusion Courses:
Credits: 2
Descriptive Title: Community Food System- Capstone Project

Calendar Description:

In this course, students will engage in community-based learning. They will identify, study and assess the nature and basis of a sustainable food-system challenge or opportunity in their community. Students will develop, with input from stakeholders and/or participation of relevant food system actors, a program plan (inclusive of strategic activity/ actions, roles and relationships of food system actors, timelines, budgets and budgetary consideration, and anticipated limitation, pitfalls and outcomes) addressing the challenge/ opportunity. Faculty approval of the project is required.

Required for the following credentials:

Graduate Certificate- Sustainable Food Systems and Security

Prerequisites:	All of SFSS 6100, 6110, 6120, 6130, and 6140
Corequisites:	

External Accreditation:

☐ This course is externally accredited
Specify the external accreditation groups:

Implementation Date: 1-Jan-2019

To be Reviewed Date: 1-Jan-2024

Discontinued Date:

Learning Outcomes:

A student who successfully completes the course will have reliably demonstrated the ability to:

<p>Identify, examine and critically assess a community challenge/ problem relative to food system sustainability and food security. Identify key actors and their role/ stake in the dynamic identified. Work effectively with actors to develop strategic action plans to address the challenge. Coherently present the plan, its basis and rationale and anticipated outcomes. Develop a matrix for plan outcomes/ effectiveness assessment.</p>
--

Content:

Content will include, but is not restricted to, the following:

<p>Community engagement and collaboration Problem identification and assessment Strategic program planning Technical report preparation/ presentation Budgetary considerations</p>
--

Learning Activities:

Learning activities should be appropriately related to learning outcomes.

Activities may include, but are not restricted to, the following:

<p>Asynchronous lectures, discussion forums, plan preparation, report preparation, online presentation</p>
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Assessment Methods:

Grading system used:

Letter Grade

Per Policy AC4, the minimum passing grade in a course using the letter grade system for assessment is a D grade unless otherwise specified on the course outline. If this course requires a minimum grade other than a D grade for the purposes of graduation,

☒ Please indicate the program(s) to which this applies: Graduate Certificate- Sustainable Food Systems and Security

☐ Please indicate the minimum grade required:

Assessment plans comply with KPU policy and may resemble the following:

Assessment Type*	Value
Preliminary Community Problem Identification and Assessment report	10%%
Preliminary Actor Identification Community engagement plan and report	10%%
Preliminary Action Plan/Strategy	10%%
Evaluation Matrix	10%%
Final/Complete report	50%%
Learning Contributions	10%%
	%
Total	100%

*Learning contribution may be used as an assessment type. Learning contributions may include, but are not restricted to, the following: Active listening, oral contribution and elaboration in discussion/debate, course related volunteer opportunities, peer critique, leadership activities, mentorship, scribing for others, etc.

If "learning contribution" is listed as an assessment type, the course developer should provide guidelines below for how learning contribution is assessed.

elaboration in discussion/debate, peer critique, leadership activities

Methods for Prior Learning Assessment:

The following PLA methods will be used:

- ☐ Challenge exam
- ☐ Standardized test
- ☐ Product / Portfolio
- ☐ Demonstration
- ☐ Interview
- ☐ Worksite assessment
- ☐ Self-assessment
- ☐ External evaluation

Course Format:

Instruction types and delivery methods: (e.g., classroom-related, lab, practicum, field school, experiential/contextual delivery, simulation, online, face-to-face, hybrid delivery, interdisciplinary delivery, team-teaching, etc.)

online, experiential/ contextual

Learning Resources:

Textbooks, Lab, or Shop Manuals, Equipment, etc., such as:

assigned materials

Do library resources in this area need more development?

Yes

Approval Process Signatures

This course outline complies with the relevant KPU policies. It follows the guidelines set out in the KPU Course Outline Manual. Department or program learning outcomes that have been identified in this course outline can be reasonably achieved through this course.

Course Developer(s):		Signed Date:	
Department Chair:		Signed Date:	
Dean/Associate Dean:		Signed Date:	
Senate Vice Chair:		Signed Date:	



Board of Governors
Consent Agenda Item: #3.3
Meeting Date: June 27, 2018
Presenter(s): Patrick Donahoe

Agenda Item: Program Discontinuance: Career Choices and Life Success (CCLS)

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	N/A
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Board Committee Report: At its meeting held on June 12, 2018, the Board Governance Committee approved the discontinuance of the Career Choices and Life Success Program effective August 31, 2018 for recommendation to the Board of Governors.

Context & Background: CCLS is a one-term cohort program, offering a Citation of Completion that is not transferable and does not ladder into other KPU programs. It became tuition-bearing in the fall of 2016, but that intake was cancelled due to low enrollment. Despite marketing efforts supported by ACA, and despite the possibility of accessing Adult Upgrading Grant funding, only 12 students enrolled for the spring 2017 intake.

Key Messages:
[maximum of three]

- 1. This discontinuance is brought forward in accordance with the procedures outlined in KPU Policy AC10 as per the attached memo.**
- 2. The Provost/VP Academic has endorsed this discontinuance as per the attached memo.**
- 3. At its meeting held on May 28, 2018 Senate approved the Program Discontinuance for Career Choices and Life Success (CCLS) for recommendation to the Board of Governors.**

Implications / Risks: This discontinuance has no implication for other KPU programs.

Consultations: CCLS program faculty; ACA Standing Committee on Academic Planning and Priorities; ACA Faculty Council; Provost/VP Academic,

Attachments: Memo to ACA Faculty Council re discontinuance of the Career Choices and Life Success Program; Memo of endorsement from the Provost/VP Academic

Submitted by: Patrick Donahoe, Dean, Faculty of Academic and Career Advancement

Date submitted: June 12, 2018



MEMORANDUM

TO: Faculty Council, Faculty of Academic and Career Advancement

CC: Patrick Donahoe, Dean, Faculty of Academic and Career Advancement

FROM: Aimee Begalka, Associate Dean, Faculty of Academic and Career Advancement

DATE: April 20, 2018

SUBJECT: Proposal to Discontinue the Career Choices and Life Success Program

In accordance with the procedure outlined in KPU Policy AC10, Section B.2.f, the Dean of ACA proposes to discontinue the Career Choices and Life Success program, effective August 31, 2018.

ALL IMPACTED CREDENTIALS AND SPECIFIC DISCIPLINE OR FIELD OF STUDY

Citation of Completion of the CCLS program.

LOCATION(S) OF THE PROGRAM

Langley campus

FACULTY, DEPARTMENT, OR SCHOOL OFFERING THE PROGRAM

The Faculty of Academic and Career Advancement

ANTICIPATED FINAL DATE OF DISCONTINUANCE

August 31, 2018

REASONS FOR DISCONTINUANCE OF THE PROGRAM

- The CCLS program has been under enrolled since it became tuition-bearing for the 2016-17 academic year. The September, 2016, intake was cancelled due to low enrollment.

MEMORANDUM

- At the recommendation of ACA Faculty Council and AP&P Committee, the Dean's office provided a section of release time in the fall of 2016 to support marketing efforts to fill the January, 2017, intake. These efforts resulted in the program running in the spring 2017 term with a cohort of 12 students.
- The program faculty/coordinator was directed to use accountable time to continue marketing and outreach to potential students and related agencies from May-August, 2017. These efforts resulted in two students registered for the fall intake.
- When Adult Basic Education and ESL became tuition-free for domestic students in fall 2017, tuition remained in effect for CCLS. Faculty in the program reported that prospective students who are not eligible for the Adult Upgrading Grant will not pay tuition and fees amounting to over \$2200 for the program, which does not lead to a recognized credential or ladder into other KPU programs.

PLAN FOR PHASING OUT THE PROGRAM

1) Steps taken to consult with faculty and staff regarding phasing out

September 9, 2016 AP&P Motion: **That ACA fund a CCLS ¼ time faculty release to enhance recruitment strategies for the January 2017 CCLS intake.** Carried

November 4, 2016 AP&P minutes: "reports on recruitment efforts were provided to AP&P by CCLS program faculty."

January 13, 2017 AP&P minutes: "CCLS enrolment update provided; program faculty requested that the spring cohort be allowed to run despite under enrolment."

In consultation with the Provost, ACA Dean approved the request.

May to August, 2017: The program faculty/coordinator was directed to use accountable time to continue marketing and outreach to potential students and related agencies.

September 8, 2017 AP&P minutes: Enrolment trends in CCLS were provided. An update of the fall 2017 enrolment of 2 students was acknowledged. The impact of the program being a tuition bearing program was acknowledged.

Information about policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs was outlined.

MEMORANDUM

Dean Donahoe has met with the faculty member and the KFA to advise them of the concern of the state of CCLS and possible strategies to address the concerns.

Motion: That AP&P accept notification of suspension of Career Choices & Life Success enrolments for the Fall 2017 and Spring 2018 semesters. Carried

September 22, 2017 Faculty Council minutes: AP&P report accepted including notification of suspension of CCLS intakes for fall 2017 and spring 2018. FC requested CCLS update at next FC meeting.

October 20 2017 FC minutes indicate that the ACA 2017/18 budget was approved without a provision for CCLS. Concern expressed that the suspension of the CCLS program has not gone through the formal process, citing policy AC10. Reply was that intakes for CCLS have been suspended based on enrollment, not the program itself. Assoc. Dean was asked to request data from IAP re: CCLS students continuing in KPU programs.

Feb 23, 2018 FC: IAP data re: CCLS students who continue in other KPU programs were presented.

2) Steps taken to consult with students regarding phasing out:

April 4, 2017: Focus group held with the spring 2017 CCLS cohort to ask students about their experience in the program and what audiences the program should market to. Almost all the students in the cohort were receiving AUG funding. One student was self-funded. The group said they felt the self-exploration components of the program would benefit students coming to KPU straight out of high school; however, program faculty had reservations about this because the program expects a high level of maturity in its students.

3) Steps taken to ensure students in the program have the opportunity to complete the program:

No students are currently enrolled in the program. No students will return to complete the program because all students completed the program when it was offered.

4) Steps taken to consult with other impacted departments, Faculties and units:

As outlined above, other ACA departments have been consulted on this decision.



MEMORANDUM

In addition, an internal CCLS advisory group meeting was held April 21, 2017 to consider the future of the program.

5) Impact on and/or reorganization of curriculum in cognate disciplines:

Discussion was held at the March 16, 2018, FC meeting regarding the possibility of moving CCLS programming into another ACA department in order to preserve some of the self-exploration content that aligns with the mission of ACA. However, the Provost's recent decision to move the ABTY program into ACA should alleviate those concerns as ABTY contains content related to workplace etiquette and HR practices as well as skill-based content.

6) Timeline of Activities

CCLS faculty member was given notice of layoff September 1, 2017, effective January 31, 2018

NAME, TITLE, PHONE NUMBER AND EMAIL ADDRESS OF THE INSTITUTIONAL CONTACT PERSON

Patrick Donahoe, Dean, Faculty of Academic and Career Advancement

Telephone: 604-599-2388; email: Patrick.Donahoe@kpu.ca

POTENTIAL LEGAL IMPLICATIONS OF THE PROGRAM DISCONTINUANCE

None

TO: Patrick Donahoe, Dean, Faculty of Academic and Career Advancement

CC: Aimee Begalka, Associate Dean, Faculty of Academic and Career Advancement

FROM: Salvador Ferreras, Provost & Vice President Academic

DATE: April 18, 2018

SUBJECT: Proposal to Discontinue the Career Choices and Life Success (CCLS) Program

In accordance with KPU [Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs](#) and requirements outlined in Section B.2.f. of the supporting [Procedures](#), I have reviewed your detailed proposal (attached) to discontinue the Career Choices and Life Success (CCLS) Program.

This memo confirms my full support and endorsement on the *Proposal to Discontinue the Career Choices and Life Success (CCLS) Program*.



Board of Governors
Consent Agenda Item: #4.2
Meeting Date: June 27, 2018
Presenter(s): Joe Sass

Agenda Item: Budget Development Process for 2019/2020

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	N/A
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Board Committee Report: At its meeting held on June 12, 2018, the Board Finance Committee received the report on the Budget Development Process for 2019/2020

Context & Background: In support of the transition to Vision 2023, Financial Services is recommending a hybrid-based budget model for the fiscal 2019/20 draft.

The Senate Standing Committee on University Budget discussed the 2019/20 Budget Development Process at its meeting held on May 18, 2018.

Senate approved the 2019/20 Budget Development Process and 2019/20 Key Dates at its meeting held on May 28, 2018.

Key Messages:
[maximum of three]

- 1. The University will use a hybrid-based methodology to develop the fiscal 2019/20 budget, which aligns with academic and strategic priorities of Vision 2023 and the Academic Plan. Financial Services will continue to support all divisions in the development of their hybrid-based budgets and supporting materials.**
- 2. Financial Services is reviewing budget development, forecasting and reporting tools to provide faculties and business units with timely and accurate financial information and allow for improved monitoring and management of their budgets.**
- 3. Administration will continue to remain open and transparent throughout the budget development process by providing timely communication, and reporting through regularly scheduled campus financial forums, budget consultations and strategic planning sessions with the university community.**

Resource Requirements: N/A

Implications / Risks: N/A



Board of Governors	Regular Meeting
Consent Agenda Item:	#4.2
Meeting Date:	June 27, 2018
Presenter(s):	Joe Sass

Consultations: On December 19, 2017 and March 2, 2018, a working group met to clarify the Senate budget development process and developed a generic budget cycle and a list of tentative dates and activities. On April 13 and April 20, 2018, the Senate Standing Committee on Academic Planning and Priorities and the Senate Standing Committee on the University Budget review and proposed the Generic Budget Development Process and Key Dates.

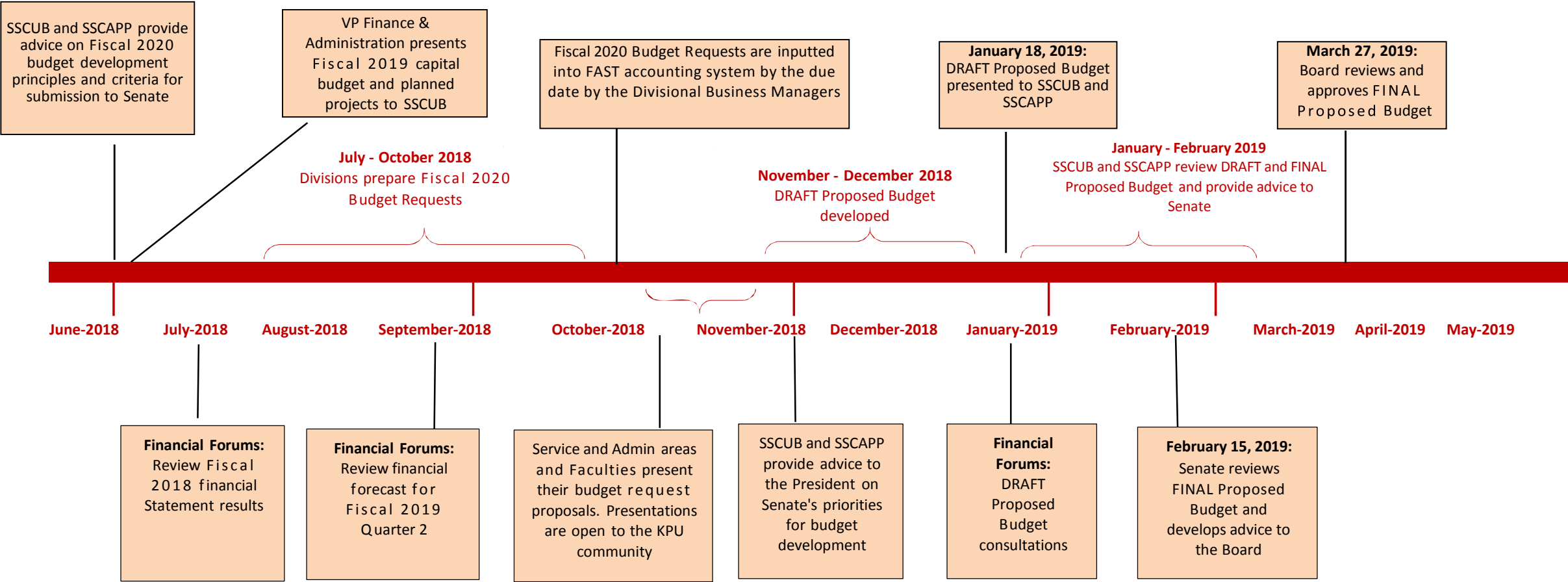
Attachments:

1. 2019/20 Budget Development Timeline
2. 2019/20 Budget Development Process

Submitted by: Joe Sass, Executive Director, Financial Services

Date submitted: June 13, 2018

Fiscal 2019/20 Budget Development Timeline



2019/20 Budget Development Process – Key Dates

DATES	ACTIVITY	RESPONSIBLE PARTY
May 18, 2018 - SSCUB and SSCAPP Joint Meeting	<p>SSCUB and SSCAPP form working groups to DRAFT advice to Senate on:</p> <p>1) principles and criteria for Fiscal 2020 Budget</p> <p>2) initial priorities for Fiscal 2020 Budget</p> <p>These are based on Vision 2023 Strategic Plan, the Academic Plan and the Strategic Enrolment Management processes.</p> <p>Meet with SSCUB and SSCAPP to review allocation of Budget to meet priorities set in Fiscal 2019 Budget Endorsement Memo.</p>	<p>SSCUB and SSCAPP</p> <p>KPU Executives</p>
May 28, 2018 - Senate Meeting	<p>1) For this year only, SSCUB and SSCAPP will ask Senate to approve the Senate Budget Development Process and the Key Dates for the Senate meetings</p> <p>2) In subsequent years, SSCUB and SSCAPP will ask Senate to approve these documents in January, for inclusion in the Senate meeting dates going forward for approval to the Senate Governance Committee in February.</p>	Senate

DATES	ACTIVITY	RESPONSIBLE PARTY
June 8, 2018 - SSCUB and SSCAPP Joint Meeting	<p>For this year, KPU Executives will provide the initial priorities to the joint meeting for review.</p> <p>SSCUB and SSCAPP recommend that Senate approves: 1) principles and criteria for Fiscal 2020 Budget 2) initial priorities for Fiscal 2020 Budget</p>	<p>KPU Executives</p> <p>SSCUB and SSCAPP</p>
June 15, 2018 - SSCUB Meeting	<p>1) Presents final Fiscal 2018 Financial Statement results to SSCUB 2) Presents Fiscal 2019 capital Budget and planned projects to SSCUB</p>	VP, Finance & Administration
June 25, 2018 - Senate Meeting	<p>Senate approves the principles and criteria, and the initial Fiscal 2020 Budget priorities and forwards to President.</p> <p>President receives the initial Budget priorities from Senate</p>	<p>Senate</p> <p>KPU Executives</p>
July 2018 Financial Forums	Presents final Fiscal 2018 financial statement results and reviews the Fiscal 2020 Budget development process and timelines	Executive Director, Financial Services

DATES	ACTIVITY	RESPONSIBLE PARTY
September 28, 2018 - SSCUB and SSCAPP Joint meeting	Provide framework of the Budget presentations to SSCUB and SSCAPP	Executive Director, Financial Services
September 24-28, 2018	<p>Presents preliminary Fiscal 2019 financial forecast to Faculty Councils, Administrative Managers Group (Group of 50), KSA, BCGEU and KFA and provides update on the Fiscal Budget Request Process 2019/20.</p> <p>Financial Forums and presentations at regularly scheduled Faculty Council/ Administrative Managers meetings</p>	Executive Director, Financial Services
Dates determined by individual Faculties	Submit each Faculty's academic priorities to SSCUB, SSCAPP and to the Vice President of Academic	Faculty Councils
By October 3, 2018	Business units input their Operating Fund Budget requests directly into FAST.	Deans and Directors from the Service & Administrative Areas
October 11, 2018	Post Fiscal 2020 Budget Requests Presentation from the Service and Administrative divisions on to the SharePoint site	Financial Services

DATES	ACTIVITY	RESPONSIBLE PARTY
October 12, 2018	Present their Fiscal 2020 Budget request proposals to the Vice-President Finance and Administration (presentations are open to the KPU community)	Deans and Directors from the Service & Administrative Areas & Faculties
October 25, 2018	Post Fiscal 2020 Budget Requests Presentation from the Faculty divisions on to the SharePoint site	Financial Services
October 26, 2018	Present their Fiscal 2020 Budget request proposals to the KPU Executives, Financial Services and SSCUB (presentations are open to the KPU community) Attend the Fiscal 2020 Budget Request presentations	Faculties SSCUB and SCCAPP
November 16, 2018 - SSCUB and SCCAPP Joint meeting	Provide SSCUB and SCCAPP with preliminary consolidated Fiscal 2020 Budget Requests for their review. Based on the Budget presentations from the various divisions and the preliminary consolidated Budget provided by Financial Services, SSCUB and SCCAPP provide advice to Senate on: 1)final principles and criteria for Fiscal 2020 Budget 2)final priorities for Fiscal 2020 Budget	Financial Services SSCUB and SCCAPP
November 26, 2018 - Senate meeting	Confirm the lists for: 1) final principles and criteria for Fiscal 2020 Budget 2) final priorities for Fiscal 2020 Budget	Senate

DATES	ACTIVITY	RESPONSIBLE PARTY
November 2018	DRAFT Budget developed. This is based on Vision 2023 Strategic Plan, the Academic Plan and the Strategic Enrolment Management processes, and the Senate's approved principles and criteria for Fiscal 2020 Budget development.	President and Vice-Presidents
December 13, 2018	Present line-by-line detailed DRAFT Proposed Fiscal 2020 Budget to the KPU Executives Review DRAFT Proposed Fiscal 2020 Budget on a line-by-line and divisional basis of any new and unfunded requests.	Executive Director, Financial Services KPU Executives
December 17, 2018 - Senate meeting	Approves DRAFT Proposed Fiscal 2020 Budget Receives final list of priorities from the Senate	Senate President
January 9-11, 2019	Meet with Divisional Unit Heads on DRAFT Proposed Fiscal 2020 Budget results to understand the operational impacts. Provide feedback to Financial Services on operational impacts associated with the DRAFT Proposed Fiscal 2020 Budget. Provide direction of the changes resulting from the feedback from the divisions	Executive Director, Financial Services Divisional Unit Heads KPU Executives
January 11, 2019 - SSCUB and SSCAPP Joint meeting	1) Collect feedback from committee members and form a writing group to draft the Fiscal 2020 Budget Endorsement Letter. 2) Review the DRAFT key dates for the next fiscal (Fiscal 2021) Senate Budget Development Process	SSCUB and SCCAPP

DATES	ACTIVITY	RESPONSIBLE PARTY
January 18, 2019 - SSCUB and SSCAPP Joint meeting	<p>Presents DRAFT Proposed Fiscal 2020 Budget to SSCUB and SSCAPP. Document and analysis of feedback provided by the committees.</p> <p>Provide direction of the changes resulting from the feedback from SSCUB and SSCAPP, and the feedback from divisions on the DRAFT Proposed Fiscal 2020 Budget</p> <p>1)Review DRAFT memo and send memo to Senate for endorsement and forwarding to Board of Governors before going forward to Senate for approval. 2)Approve final key dates for the next fiscal (Fiscal 2021) Budget development process and forward to Senate Office for inclusion in Fiscal 2020 Senate Meeting Date Calendar that goes forward to the Senate Governance Committee</p>	<p>Executive Director, Financial Services</p> <p>KPU Executives</p> <p>SSCUB and SSCAPP</p>
Week of January 21, 2019 - Financial Forum	Present DRAFT Proposed Fiscal 2020 Budget to Faculty Councils, to the Administrative Managers Group (Group of 50), KSA, BCGEU and KFA	Vice-Presidents and Executive Director, Financial Services
January 28, 2019 - Senate meeting	Sends Fiscal 2020 Budget Endorsement Memo to the Board of Governors	Senate
February 1, 2019	<p>Presents the FINAL Proposed Fiscal 2020 Budget to SSCUB and SSCAPP (No further changes to Budget after this point). Reviews the FINAL Proposed Fiscal 2020 Budget and develops advice to Senate</p>	<p>VP, Finance & Administration</p> <p>SSCUB and SSCAPP</p>

DATES	ACTIVITY	RESPONSIBLE PARTY
February 15, 2019	<p>Presents multi-year Budget. Receive Endorsement Letter from SSCUB that will accompany the FINAL Proposed Fiscal 2020 Budget to be presented to the Senate for recommendations.</p> <p>Sends Fiscal 2020 Budget Endorsement Memo to the Board of Governors for the FINAL Proposed Fiscal 2020 Budget</p>	<p>VP, Finance & Administration</p> <p>Senate</p>
March 12, 2019	<p>Presents the Senate-endorsed FINAL Proposed Fiscal 2020 Budget to the Board Finance Committee for recommendations to the Board of Governors for approval.</p> <p>Reviews the FINAL Proposed Fiscal 2020 Budget and makes recommendation to the Board of Governors</p>	<p>President</p> <p>Board Finance Committee</p>
March 27, 2019	<p>Presents the FINAL Proposed Fiscal 2020 Budget to the Board of Governors for approval.</p> <p>Reviews and approves the FINAL Proposed Fiscal 2020 Budget</p>	<p>President</p> <p>Board of Governors</p>
May 2019 - SSCUB meeting	Presents Fiscal 2020 capital Budget and planned projects to SSCUB	VP, Finance & Administration

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****5.2****June 27, 2018****Alan Davis /Lori
McElroy****Agenda Item: Accountability Plan and Report: 2017/2018**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors approve the Accountability Plan & Report 2017/18 for submission to the Ministry of Advanced Education, Skills & Training as recommended by the Board Governance Committee.
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Board Committee Report: At its meeting held on June 11, 2018, the Board Governance Committee reviewed and approved the Accountability Plan & Report 2017/18 for recommendation to the Board of Governors and submission to the Ministry of Advanced Education, Skills & Training.

Context & Background: The Institutional Accountability Plan and Report is an annual report required by the Ministry to meet the government's reporting and accountability requirements. It is a public document that provides a lot of information about KPU. Potential readers include students, prospective students, parents, partners and members of the KPU community, other post-secondary institutions, Ministry staff, members of the legislative assembly the general public. Once approved by the Ministry it will be posted on the Ministry and KPU websites.

Key Messages:
[maximum of three]

- 1. The Ministry specifies minimum reporting requirements, and the structure for the report, which KPU's report meets. 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 measures along with contextual information to describe KPU's role in providing services to their students and communities.**
- 2. The report includes 77 performance measures that monitor progress on VISION 2018, including 10 measures required by AEST. This represents the final assessment on VISION 2018. Of the 77 measures, we met the target for 47 measures and substantially met the target for 9 measures. Of the 10 Ministry measures, we met the AEST target for 9 measures.**
- 3. The report must be approved by the Board of Governors prior to submission to the Ministry. It must be submitted to AEST by July 16.**



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

5.2

June 27, 2018

**Alan Davis /Lori
McElroy**

**Implications /
Risks:**

Failing to submit the Accountability Report to AEST by July 16, 2017, will have a negative impact on our reputation with the Ministry.

Consultations:

The ten measures required by the Ministry were developed in consultation with the system. The Ministry sets the targets for these. The other measures were developed in consultation with the KPU executive and other KPU management. Targets were developed in consultation with the Board Governance Committee and approved by the Board. Other content was developed in consultation with various KPU employees to ensure relevant and useful information is included.

Attachments:

The Accountability Plan & Report for 2017/18

Submitted by:

Lori McElroy / Executive Director, Institutional Analysis & Planning

Date submitted:

June 19 2018



Accountability Plan & Report 2017/2018





Accountability Statement

Honourable Melanie Mark
Minister of Advanced Education, Skills & Training
Government of British Columbia

July 14th, 2018

Dear Minister,

We are pleased to submit KPU's institutional Accountability Plan and Report for 2017/18.

This has been an active year at KPU as we reached the end of our 2013-18 strategic plan, VISION 2018, and our 2014-18 Academic plan and developed new plans to take us to 2023. Through data, stories about our students, and 77 performance measures, we highlight the progress we have made on VISION 2018.

KPU has met, or exceeded, all targets set by the Ministry of Advanced Education for 2016/17, with the exception of the developmental FTE target. KPU has complied with the provincial government's Job Skills Blueprint, achieving 100% of our Skills Gap Plan targets.

Some of the highlights from this year include advancing Indigenous participation at KPU, enhancing our involvement in the #BCTECH strategy, and expanding our commitment to Open Education resources. More information is provided in the *KPU's Strategic Priorities* section of Chapter 1.

KPU continues to meet its financial targets, achieving a surplus for 2017/18, and developing a balanced budget for 2018/19. Our 2016/17 audited financial statements are included in this report for your reference. KPU also remains committed to the Administrative Service Delivery Transformation initiative, actively participating in BCNET IT and joint procurement services.

We affirm that, in accordance with KPU's governance structure, the Board Chair and the President/Vice Chancellor are accountable for achieving its objectives.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alan Davis'.

Hanne Madsen
Board Chair

Alan Davis
President and Vice Chancellor

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1. Strategic Direction

KPU's Strategic Direction: VISION 2018

VISION 2018, KPU's Strategic Plan for 2013 – 2018, was approved in 2013. The plan's goals and strategies are grouped in three themes: Quality, Reputation, and Relevance.

KPU Mission, Vision and Values

Mission

KPU offers all learners opportunities to achieve success in a diverse range of programs that blend theory and practice, critical understanding, and social and ethical awareness necessary for good citizenship and rewarding careers.

Vision

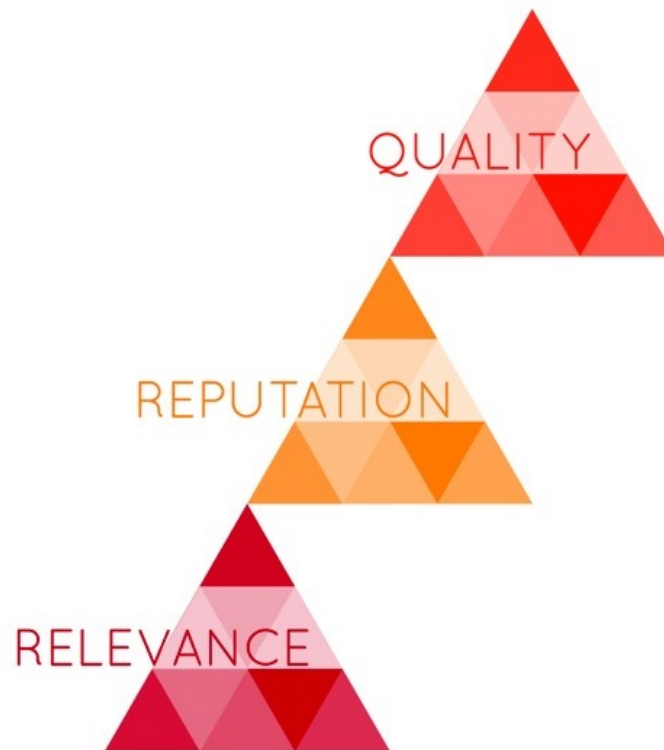
In 2018, KPU is Canada's leading polytechnic university, with

- Inspiring educators
- All learners engaging in campus and community life
- Open and creative learning environments
- Relevant scholarship and research
- Authentic external and internal relationships

Values

- Synergistic community relationships
- Supportive and collaborative learning and working environments
- Scholarship of discovery, creativity, integration, application, and teaching
- Rich learner experiences and a vibrant campus life
- Responsible stewardship of resources
- Multiple ways of knowing
- Excellence and innovation
- Diversity and inclusion
- Continuous personal and professional enrichment
- Access and flexibility
- Academic freedom

KPU Goals



➤ QUALITY:

- All KPU graduates are prepared for global citizenship and rewarding careers.
- Learner engagement and retention at KPU show continuous improvement.
- KPU is a well-managed, integrated, and transparent organization that supports learning.

➤ REPUTATION:

- KPU is widely recognized for its teaching and its scholarship.
- KPU's unique identity is clearly articulated and well understood across the University and beyond.
- KPU is the foremost provider of continuing and professional education in its region.

➤ RELEVANCE:

- The impact of KPU's community engagement has doubled by 2018.
- KPU's operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population.
- Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.

KPU's Strategic Priorities

As the final year of KPU's strategic plan, VISION 2018, as well as the 2018 Academic Plan, the 2017/18 academic year has been a transition year for KPU. Throughout the year, we have focused on assessing our progress, finalizing our efforts to complete each plan, and consulting extensively with the university community to develop plans for the next five years.

Some of the highlights from 2017/18 follow, together with key priorities for 2018/19.

New Strategic Plan: VISION 2023

KPU's new strategic plan, VISION 2023, was approved by the Board of Governors in June 2018. Consultation about the new vision for KPU began in the fall of 2017, by asking students and employees for input on direction for KPU's future through an online platform called *ThoughtExchange* – 1,400 people participated. From this input the first draft was developed, which was widely circulated for feedback at governance meetings, Faculty Councils, and administrative committee meetings. VISION 2023 was refined by inviting feedback on subsequent drafts, using the same processes used for the first draft, as well as inviting students and employees to provide feedback on an online blog created for this purpose, and through hallway conversations held on each campus.

VISION 2023 includes an updated mission and vision for KPU, and 12 goals organized into four interconnected themes of *Experience, Sustainability, Creativity* and *Quality*. KPU's 12 goals are:

- Experience:*
 - Enhance the experience of our students
 - Enrich the experience of our employees
 - Delight our friends in their KPU experience
- Sustainability:*
 - Embrace all cultures and promote a renewed, authentic approach to Indigenization
 - Foster environmental sustainability through our offerings, research and operations
 - Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health
- Creativity:*
 - Increase the levels of activity, funding and intensity of research and scholarship
 - Increase innovation in teaching, learning and curriculum
 - Embolden creative problem solving across KPU's operations
- Quality:*
 - Ensure continuous improvement of all KPU programs and services
 - Hold each other responsible for our promises and our expectations
 - Be accountable to our partners, governments and communities

New Academic Plan

In May 2018, KPU's Senate approved the new Academic Plan 2018-2023. This plan, assembled through extensive consultation with an engaged KPU community, reflects a collective vision for academic development over the next five years. It represents the voices of hundreds of passionate educators dedicated to student success and the transmission of knowledge for a collective good.

As an institution of higher learning, KPU is compelled to leverage its program base and intellectual capital to address the major issues of our day. In a world where the rate of change demands we continually review, renew and improve our programs, we must embrace innovation and the digital transformation of our society. We will innovate by promoting a curriculum that is adaptive and responsive. We will support innovation through enriched delivery modes and increase flexible, online and hybrid learning environments. We propose multi-dimensional approaches and policy shifts while ensuring we maintain our focus on innovation as a tool for the betterment of life itself.

KPU proposes to become an exemplar of an inclusive institution where learners can find a welcoming, inspiring place within which to unleash their potential and carve out their special place in our collective environment. For us, accessibility really means everyone, learners of all types. The new Academic Plan lays out a path to address the needs of domestic and international students, Indigenous students, students with disabilities, and adult learners, recognizing the multiple obstacles that must be attenuated, and the social exclusion the university must mitigate. Accessibility embraces inclusion at KPU but furthermore extends its reach to incorporate Universal Design for Learning (UDL) principles that set a level playing field for all to aspire, attain, and seize their chosen path. Our vision of inclusion also encompasses a demographic, social, gender, economic, and ability arena. We redefine our mandated regional focus to reflect the global reach of our educational delivery and the diversity of our campus life. We cultivate flexibility in programs, up-to-date policies and systems to increase choice and to serve a wide variety of learners in a greater number of ways. In a world where variability is the real norm, we strive to reflect the central and the marginal and to reach the many through focused and progressive practices.

The plan will implement strategies centered on the following goals:

- Student Success
- Teaching Excellence
- Research at KPU
- Internationalization
- Indigenous participation at KPU
- Open Education
- Bridging Trades and the Academy
- Preparing for the BC K-12 Transformation
- Graduate Studies at KPU

Student Success

KPU will be constructing a strategy for enhancing the student experience and expanding the range of teaching options for its instructors by building on the synergies between diverse units such as the Teaching and Learning Commons, experiential learning, accessibility services, open education, and Indigenous studies. Plans are underway to adopt and implement Universal Design for Learning (UDL) principles to eliminate barriers to educational success, reimagining and renewing University Libraries to become sties of engagement for the exchange of ideas, open dialog, and diversity. KPU also plans to renew its approach to adult learners to reflect their unique challenges and promote programs and services designed specifically for them.

Teaching Excellence

KPU will effectively and efficiently resource and establish appropriate learning environments for its students' experience by continuously monitoring and measuring student success, and by developing institution-wide strategic planning, standards, and corresponding infrastructure. Intentional connections will be sought to provide students with more learning opportunities, enrich teaching excellence, promote research and scholarship, strengthen partnerships at home and abroad, and to enhance KPU's reputation.

Research at KPU

The former Office of Research and Scholarship will become the newly restructured Office of Research and Research Services. The office will provide enhanced orientation, mentoring and other research services that will raise KPU's profile and capacity in the areas of applied research, basic research, as well as the scholarship of teaching and learning. The ORSS will serve as a place for researchers to reinforce and enhance their research capacity and secure support from diverse funders. The ORSS will also connect them to national and international private, institutional, and governmental research networks, and postsecondary institutions and research foundations. Secondly, the office will support researchers to strengthen the accountability of research work by providing access to knowledgeable staff to assist with financial reporting, compliance matters, and communication.

International Education

KPU will approach international enrolment with a special focus on identifying an ideal mix of domestic and international students that will ensure all learners enjoy the benefits of cross-cultural exchange, peer-support, have access to courses and to the valuable mentorship of instructors and support staff. KPU International will work with academic leaders to increase the awareness of global perspectives in all current and new curriculum through enhanced teaching and learning methodologies.

KPU has recently embarked on an expansion of its field school offerings. Over the past few years, students have enjoyed the opportunity to partake in international experiences through our

Amazon field school, our Art and Design field school in Paris and Geneva, our Interior Design field school in Barcelona, and our Venice and New York Biennale field schools. As we continue to explore other subject fields and seek to integrate diverse study disciplines we are now launching our Rome Field School (integrating sustainable business, design, sustainable agriculture and food systems) and our Cuba field school (integrating cultural studies and music).

KPU is working on an agreement with two Swiss Universities of Applied Science in Olten and Basel that will potentially see an exchange of both students and faculty. We have instructors guest lecturing and doing research in Asia, Africa, the Caribbean and Europe who continually nourish our flow of new concepts and pedagogical approaches and infuse those ideas into our ever evolving curriculum.

We are making major efforts to diversify our considerable international student body by investing in emerging markets in the Middle East, South America, and Africa.

Indigenous Participation at KPU

Over the past four years, KPU has expanded both the scope and the depth of its involvement with local and regional Indigenous communities. KPU supports and embraces the Calls to Action from the Truth and Reconciliation Commission. Through genuine consultation and rigorous development, KPU will provide a culturally-safe and welcoming destination for Indigenous learners in our region. The university prioritizes being a supportive and comfortable place, connecting with and learning from Indigenous peoples and their respective ways of knowing. As a start, KPU produced online modules to promote an understanding of Indigenous cultures to enhance our faculty, staff and administration's capacity to work with Indigenous students and their diverse communities, and to enhance our capacity to provide appropriate support to Indigenous students. This training is being rolled out in the latter half of 2018.

To support Indigenous students, KPU'S Elder-in-Residence, Lekeyten of the Kwantlen First Nation, plays an active role in University events, is regularly available at the Aboriginal Gathering Place, and has been active on the Surrey campus. In addition, we are re-establishing the Indigenous (Aboriginal) Admissions Committee to expedite and support the admission of Indigenous students and renewing the Indigenous (Aboriginal) Advisory Committee to provide guidance to KPU and act as a communications link between the university and the Indigenous community. Plans for 2018/19 include hiring a manager of Indigenous services, and further strengthening the relationships with local First Nations and Indigenous peoples and organizations.

With more than 100 Indigenous high school students registered, the Open Doors - Open Minds event, supported by the KPU Foundation, encouraged Science, Technology, Engineering and Medicine (STEM) as potential career pathways for Indigenous students. This year was the second such event and featured an opening protocol ceremony, workshops and mock classrooms, a visit to the Aboriginal Gathering Place and keynote presentations by Jane Koepke and Shane Wally from the Carcross/Tagish First Nation in the Yukon, Brad Baker, a member of the Squamish Nation

and the District Principal of Indigenous Education in North Vancouver, and hip-hop artist Dakota Bear, (Dakk'One) with jingle dancer Casey Desjarlais.

We are expanding Indigenous content in program curriculum in a variety of ways. A new interdisciplinary minor in *Indigenous Community Justice* in the Faculty of Arts provides further opportunities for learning about Indigenous culture, histories and worldviews. All Journalism students taking a Bachelor of Arts degree must take the Introduction to Indigenous Studies course. Curriculum in other KPU courses is under development to instill an understanding of Indigenous culture, history and world views.

We also deliver programming specifically for Indigenous learners, including:

- The Trades and Technology Faculty offers courses for Indigenous students through Youth Train-in-Trades funding in Squamish, Pemberton and Cloverdale.
- Continuing and Professional Studies (CPS) has been delivering highly successful trades training programs at the Squamish Reserve in North Vancouver. KPU has received a Ministry grant to support this Aboriginal Community-Based Delivery Partnership Program with Squamish First Nation.
- KPU has partnered with the Native Education Centre and Fraser Region Aboriginal Friendship Centre to deliver Computer Aided Design and Drafting programs.
- The Linking Paths Project with *Kwikwetlem*, *Musqueam*, *Squamish*, and *Tsleil-Waututh* First Nations is a new Training and Employment Strategy framework for Trades and CPS programs.

Open Education Resources

The development of Open Education and Open Textbooks at KPU continues unabated. With the rapid growth of the Zed Cred initiative over the past few months, we are well beyond our initial targets for this initiative. Through the innovative participation of 105 instructors across 30 departments, the first year of this initiative (January-December 2018) is projected to save 10,000 KPU students over \$1,000,000 in textbook costs. KPU has become a leader in both the research and the practice of Open Education and is actively working to develop an Open Education Resources universitas (OERu) credential in collaboration with global partners.

Our commitment to Open Education resources is also reflected in the research efforts of our faculty. KPU instructors investigated the impact of open textbooks in Canada and found that students using the print format of the open textbook perceive its quality to be superior to the commercial textbook. Moreover, students assigned an open textbook in either format perform either no differently from or better than those assigned a commercial textbook. These results support the conclusion that the cost savings to students associated with the adoption of open textbooks do not come at the expense of resource quality or student performance. (Source: Jhangiani, R. S., Dastur, F. N., Le Grand, R., & Penner, K. (2018). *As Good or Better than Commercial Textbooks: Students' Perceptions and Outcomes from Using Open Digital and Open*

Print Textbooks. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9 (1). <https://doi.org/10.5206/cjsotl-rcacea.2018.1.5>)

Faculty of Arts Dean Dr. Diane Purvey was the 2018 recipient of the BC Campus Award for Excellence in Open Education. Dean Purvey has been a dedicated champion for students, for Open Education and for finding affordable alternatives for the completion of a learner's path through post-secondary studies.

Bridging Trades and the Academy

KPU Tech will expand its trades and technology offerings to meet future labour market needs. It will move forward from the specific competencies of any given trade to an even more overarching set of skills that can be deployed across various occupations. It will continue to build a solid core of Red Seal trades while also enhancing the employability of learners through bridging programs that recognize vocational credit within an academic credit framework. Industry leaders have signaled a desire to engage with post-secondary institutions in the development of emerging curriculum content and currency; therefore, KPU Tech will continue to promote a direct connection to industry through Professional Advisory Committees and professional/trades associations. KPU Tech will train a well-prepared workforce with enhanced technical skills to match an equally dynamic industry innovation agenda.

Align Institutional Processes with K-12 Curriculum Changes

KPU has partnered with the Surrey School District to prepare for the coming changes in the K-12 curriculum. The partnership is led by KPU instructor, Dr. David P. Burns, who specializes in educational policy. The goal is to develop a framework for accepting high school portfolios for post-secondary admission. The portfolios would be used to either replace or augment traditional grade-based applications for admission.

Under the umbrella of the "Surrey Portfolio Pathway Partnership," KPU and the Surrey School District spent many months examining portfolios from a small sample of high school students to determine how to accommodate portfolios in the university's admissions system. The philosophical underpinnings of the Surrey Portfolio Pathways Partnership align with the direction of the Ministry of Education's new Grade 11-12 curriculum, which is also moving away from conventional grading toward broader measures of student achievement. The new curriculum will be implemented in September 2019.

To pilot the findings, the university and the district worked with six high school students to develop exemplary portfolios that were used for actual admission to KPU in September 2018. Ultimately, the university and the Surrey School District are excited about the potential to establish a permanent pathway for students from Surrey Schools to gain admission to KPU with only their portfolios.

Graduate Studies at KPU

Building on the successful and solid foundation of undergraduate programs, KPU will develop and launch new unique graduate programs – including Master’s degrees and Graduate Diplomas – that will further differentiate KPU’s unique offerings and expand the level of higher education learning available in the KPU region. In 2018, KPU will establish an administrative unit to manage graduate education at KPU and launch the new program development governance process for new graduate studies. In 2021, KPU will establish a Graduate Commons as an extension of the Office of Graduate Studies and launch its first Master’s program. The Graduate Commons 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. Simultaneously, KPU will provide for the further professional development of faculty and staff to address their specialized roles as graduate advisors and support and design and establish unique learning spaces and services targeted to meet the needs of graduate students.

The #BCTECH Strategy

KPU substantially increased its participation in the May 2018 #BCTECH summit. This accelerated activity was focused around four key areas:

- Connecting programs to employers.
- Connecting youth to programs.
- Connecting applied research to funders, industry and innovation agencies.
- Connecting KPU solutions, research and innovators with emerging businesses, incubators, and accelerators.

Going forward, KPU will sharpen its focus on an innovation agenda as outlined in our Academic Plan 2023, and the Vision 2023 Strategic Plan. This will encompass the continuing digital transformation of our delivery models, the expansion of IT programming and cybersecurity, Advanced Manufacturing, Design and Sustainable Health/Food technologies and practice.

EducationPlannerBC (EPBC)

Since 2015, KPU has been involved in the provincial initiative to create a common online application for BC’s public post-secondary sector. Dr. Jane Fee, KPU’s Vice Provost Students, serves on EPBC’s Steering Committee, chaired the Policy Working Group and now Co-chairs the Transition Committee along with Dr. Pam Ratner of UBC. Dr. Sal Ferreras, KPU’s Provost, has served on the Governance Working Group since 2016.

Through their roles with EPBC, Drs. Fee and Ferreras have been directly involved with the activities of EPBC, as follows:

- Final consultations regarding the proposed governance model for the new entity.

- Work of the transition committee in developing detailed plans for transitioning to the proposed governance model.
- Onboarding the remaining institutions to the common application system.
- Planning to onboard institutions to the K-12 Transcript Exchange.
- Establishing a transitional board of directors to oversee the creation of a new legal entity.
- Creating a permanent board of directors, and holding the first Annual General meeting by the end of 2019.

Action on Sexual Violence and Misconduct

KPU's Sexual Violence and Misconduct Policy, SR14, was approved by the Board of Governors on April 22, 2017. Since approval of the policy, implementation activities have been undertaken, focused on the following areas:

- Communication – a website with information on resources available to all members of the university community has been developed and the community has been apprised of the new policy with a focus on ways and means to report incidents of sexual violence and misconduct.
- Policy alignment and review – a formal process to investigate appropriate alignment between SR14 and existing university policies and collective agreements was undertaken with a positive outcome.
- Strengthening process and practice – we are regularly testing our processes relating to security protocols, communication, reporting, and support through tabletop scenarios and incident debriefs, with an eye to developing strong, collaborative systems.
- Infrastructure – recruitment for the position of Student Rights and Responsibilities Liaison is underway. The Liaison will work in collaboration with other units across KPU to provide education and awareness programming on sexualized violence, and serve as a conduit to community resources and organizations with expertise in sexual and domestic violence, health, and community supports.
- Education and awareness training – three training modules that can be custom-designed for specific audiences are being developed for all members of the university. Training will be embedded into new student and employee orientations and delivered in both face-to-face and online formats, beginning Fall 2018.

In keeping with BC's *Sexual Violence and Misconduct Policy Act* the inaugural annual report to the Board of Governors on implementation of the policy was submitted to the Board in April 2018.

Safe Campuses

KPU's Closed Circuit Video Equipment (CCVE) system has been commissioned and is operational at the Surrey campus. CCVE and access controls are planned for the Langley campus this year.

Progress has been made on the Operational control centre at the Surrey campus, which intends to provide a single, safety and security point of contact that will be available 24 hours a day, 7 days a week. This centre will provide university-wide response to Security, First Aid and after-hours facilities.

Healthy University Initiative

A key priority for KPU is to create a campus culture that fosters health and well-being by embedding health promotion into programs, practices, and policies across our interconnected community of students, staff, and faculty. The *Healthy University Initiative (HUI)* embodies a comprehensive health strategy focusing on the following 3 key goals:

- Increase awareness of health and wellness throughout the KPU community;
- Foster individual and organizational resilience (the ability of the organization to bounce back from difficult experiences); and
- Encourage the development of a supportive, inclusive campus environment.

Six dimensions of wellness are incorporated into our strategy: emotional, financial, mental, physical, social, and spiritual.

A new HUI website was launched that promotes Health and Wellness to employees and students. The new website has a portal for both employees and students that provide specific resources for both groups, identifies the HUI champions, explains the Healthy University Initiative and the six dimensions of wellness, and provides contact information so that employees and students can provide feedback, suggestions or pose questions. A key message came from Dr. Alan Davis with his video message that is posted on the HUI website where he talks about the importance of health and wellness for KPU's community. To raise awareness, several forms of communication occurred across the University throughout the year.

New initiatives undertaken in the past year under the Healthy University umbrella that focus on students are:

- Redeveloping KPU's Student Health 101 magazine as a blog in order to enhance student access.
- Expansion of our Peer Support Program, developed in partnership with the Kwantlen Student Association.
- Expansion of the Early Alert program to serve a broader array of students.

- Redesigning business practices in disability services and renaming the department to *Accessibility Services* to better reflect the nature of the services students expect.
- Moving to a comprehensive health and dental insurer for international students.
- Expanding on-campus work programs.
- Expansion of spiritual programming and prayer rooms through the Multi-Faith Centres.
- Continued expansion and diversification of sport, recreation and fitness programming.
- Working across the university to support increased international student numbers.
- Creating *Wellness in Action*, a referral program to provide students with mental health challenges enhanced access to fitness programs.
- Creating a Student Rights and Responsibilities Office, where students can get accurate, consistent and balanced information on University policy and procedures; where students can go to disclose or report incidents of sexual violence and misconduct; where student conduct complaints are investigated and housed; and where all “students of concern” situations are overseen.

In addition to the student initiatives, the following activities focus on employees and faculty:

- A survey was conducted that provided employees the opportunity to express their attitudes towards well-being, and identify issues and areas of interest that are meaningful to them. The information gathered will support the development of a campus culture that fosters health and well-being and will be used to guide planning of future health and wellness activities and events for KPU employees.
- A SharePoint site has been created that provides employees with resources on weekly inspirations, KPU health related events, links to the Employee & Family Assistance Program, and the KPU employee newsletter.
- Presentations were conducted to Faculties and various departments introducing HUI and promoting the benefits of health and wellness.
- The following workshops were offered to employees through Homewood Health:
 - Stress Busters (1/2 day session)
 - Healthy Sleep Habits
 - Establish Work/Life Harmony
 - Building Emotional Intelligence
 - Managing your Money

University Sustainability Initiative

Early in 2018 we embarked on an initiative to enhance integrated planning to ensure that academic offerings and services are aligned with our resources so that quality, financial and institutional stability are sustained. This will improve the student experience, by ensuring

students have access to the courses they need to achieve their educational goal in a timely manner. Being more efficient in our delivery will free-up resources to allow us to better address the needs of the KPU region.

The initiative will include creating an integrated planning culture whereby:

- Institutional priorities to guide planning and decision-making are established annually and reviewed and adjusted quarterly.
- Divisions create operations plans that address institutional priorities, given available resources, and are accountable for the results.
- The need to make difficult decisions to ensure quality and institutional health is recognized.
- Decisions are fully-informed and transparent.

The initiative includes:

- Developing institutional mechanisms to align all planning and approval processes with available resources and institutional priorities.
- Employing a budget model that ensures the strategic allocation of available resources to address institutional priorities.
- Providing planners and decision-makers with the tools and training required to align operations with priorities and resources.
- Strategic enrolment management (SEM) planning to align recruitment, admission and retention processes with our capacity to meet demand and support student success.

Participation in the ADST initiative

KPU continues to actively participate in Administrative Service Delivery Transformation (ADST) and BCNET initiatives, including participation on BCNET working groups. KPU has signed on to several BCNET agreements in the recent fiscal year, including Uniglobe Travel and Customs Brokerage jointly procured arrangements. In the coming fiscal year, KPU will expand its review of current operational contracts and leverage ADST and BCNET to continue to support the Ministry's efficiency initiatives.

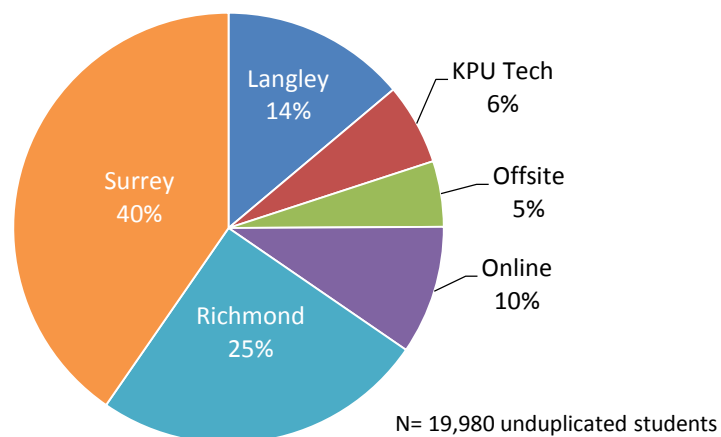
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2. KPU Profile



KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the Lower Mainland of BC, KPU has four campuses—Richmond, Surrey, Langley, and KPU Tech in Cloverdale—spread across 42km. Figure 2.1¹ shows the distribution of student course registration by campus, as well as online and off-site delivery, for the 2016/17 academic year.

Figure 2.1: Distribution of Headcounts by Campus
Academic Year 2016/17



¹ Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

KPU offers a wide range of programs from arts to trades, as well as academic upgrading and continuing and professional studies. Over 19,000 students annually take courses from a range of programs, including certificates, diplomas, associate degrees, bachelor's degrees, and post-baccalaureate credentials.

As a polytechnic university, we combine academic excellence with hands-on, applied learning with a focus on producing job-ready graduates who have the skills required to excel in the 21st century workplace, and are prepared to make valuable contributions to BC's workforce. We offer the only brewing diploma of its kind in BC and the first brewing program in Canada to be recognized by the Master Brewers Association. We are also the first public post-secondary institution in BC to offer studies in traditional Chinese medicine and acupuncture. Our Bachelor of Horticulture Science Urban Ecosystems Major is the only undergraduate degree in North America dedicated to the study of urban ecosystems. We continue to expand our program offerings to include future-focused programs, such as the Mechatronics and Advanced Manufacturing Technology diploma that will be launched in September 2018 and post-baccalaureate programs, such as the Post-Baccalaureate in Technical Management & Services and the Post-Baccalaureate in Operations and Supply Chain Management.

KPU Programs

Faculty of Academic and Career Advancement

The Faculty of Academic and Career Advancement is the front door of KPU for many students. We warmly welcome learners of all ages and backgrounds into our developmental offerings.

In English Language Studies (ELS) students are provided academic English preparation at six levels, which increases their chance of success in undergraduate studies.

The Academic and Career Preparation department offers qualifying courses to meet KPU's English proficiency requirement as well as math and science prerequisites for university-level programs and trades training.

The Access Programs for People with Disabilities (APPD) department offers job preparation and work exploration opportunities for adults with disabilities through a combination of classroom instruction and work experience.

In all cases, our aim is to help learners move from where they are to where they want to be—by developing language skills; picking up a needed high school credit; completing qualifying studies courses for entrance into



undergraduate, trades or other programs at KPU and elsewhere; or developing great workplace skills and hands-on work experience.

Faculty of Arts

Almost all KPU students will have contact with the Faculty of Arts over the duration of their time in University. The Faculty features a wide array of courses and programs aimed at fostering critical awareness and engagement with a diverse range of social and cultural issues and realities. Our aim is to equip students with the analytical acumen, intellectual insight, and communicative capacity to translate thought into action. Principles of social justice, community service, equity, sustainability, and inclusion are bedrock values in the Arts and these underlie and inform much of the teaching with the Faculty. In this context, the Faculty has played a leading role in the development of Indigenous education initiatives and projects at KPU, and our new Bachelor of Arts, Minor in Indigenous Community Justice has received broad interest.

In the last few years, our faculty members have been a wellspring for a variety of experientially orientated education initiatives and undertakings. Indeed, the Faculty itself now boasts a diverse range of service learning courses, practica, field schools, and other community-engaged projects wherein thought meets action. The Faculty has also been intent to move the needle on the research front. We believe that a robust program of undergraduate student research is vital and we have been striving to expand the range of student research opportunities through course and community initiatives.



In the Faculty of Arts the focus is on developing well-rounded, creative and critically minded thinkers: graduates who can write persuasively, who can formulate compelling arguments, and who are equally at ease defending them in the context of critical discourse or casual conversation. We aim to conjoin a sense of social engagement and responsibility among our students with a wider awareness of intricately interconnected human issues. These job-ready skills are needed by every graduate to be successful in their future.

School of Business

KPU's School of Business, one of the largest business schools in western Canada, continues to experience high demand for its diplomas and Bachelor degrees in Accounting, Business, Entrepreneurial Leadership, Human Resources Management, Information Technology and Marketing Management. The School's focus on continuous quality improvement is evidenced by the development of a Business Education Framework, and increasingly robust systems of learning outcomes for all credentials. This is supported by external advisory committees, KPU's program

review processes and the accreditation infrastructure of the internationally recognized Accreditation Council for Business Schools and Programs.

The School of Business established a faculty committee for education quality that is working to establish the metrics and the consistency of practice that are the essential foundation of a continuous quality improvement culture.

The BC economy is becoming increasingly global and the School of Business is responding in several important areas. There is strong international student participation in the School of Business, and a commitment for increased support for students and faculty to support and capitalize on the diverse class composition.



The School of Business continues to have strong relationships with the provincial professional bodies including the Chartered Professional Accountants of BC (CPABC), the Chartered Professionals in Human Resources- British Columbia and Yukon (CPHR-BC Yukon) and the Canadian Institute of Management. These affiliations provide many opportunities for students to interact with working professionals in their chosen field and they ensure continued currency of faculty–industry relations.

The past year has shown a marked increase in interest in information technology related programs. We have added significant new faculty capacity in high interest areas such as cyber security, block chain and machine learning and Internet of Things (IoT).

The School of Business launched three new post baccalaureate diplomas in September 2017 in Accounting, Operations and Supply Chain Management and in Technical Services Management. There has been strong interest in all three and each has had two intakes.

The School of Business has two new graduate diplomas scheduled to start in January 2019. Global Business Management is designed for individuals who want to actively and constructively participate in global business opportunities and challenges. The Green Business Management and Sustainability graduate diploma is ideally suited to professionals who are venturing into management at companies that embody or are embracing sustainability.

Chip and Shannon Wilson School of Design

The Wilson School of Design offers programs and activities that reflect the polytechnic nature of KPU. The school offers certificate, diploma, degree, and post-baccalaureate programs in foundations in design, fashion marketing, fashion design & technology, graphic design, product design, interior design, and technical apparel design. Students are engaged with industry on an ongoing basis through practica and work experience placements, paid internships, collaborative industry projects, and research and development. These connections enrich student learning and

benefit industry through the development of highly prepared graduates and future employees. They truly provide opportunities for students to put thought into action.



As the only four-year degree program of its kind in western Canada, KPU's Bachelor of Design, Fashion and Technology provides students with the opportunity to develop design concepts using practice-led research along with creative and technical skills to work within the apparel industry. The Diploma in Fashion Marketing not only prepares students to work across the apparel industry; students may choose to ladder into KPU's Bachelor of Business Administration and find work as entrepreneurs, leaders, and innovators.

The Bachelor of Product Design focuses on the growing demand for the design of a broad range of products including technical soft goods, medical devices/equipment, and sustainable and ethical design solutions. Students in the Post-Baccalaureate Diploma in Technical Apparel Design program pursue advanced studies in new construction methodologies, technical textiles, human factors and testing, production, and global business strategies.

The Bachelor of Graphic Design for Marketing program offers a balanced education in graphic design, marketing, business, technology, and liberal education, reflecting the important social and cultural impact of design on society. The Bachelor of Interior Design program provides a four-year intensive education in the built environment where students learn the practical design and technical knowledge needed to for a professional career as an interior designer. The Interior Design degree program is the *first and longest-running* accredited interior design program in BC, recognized as a leader in this field across the industry.

For students interested in a design career but not yet ready or decided on what direction they will take, the Foundations in Design certificate provides them with a broad based introduction to design concepts, practices, and the industry.

Faculty of Health

The Faculty of Health makes significant contributions to health and community related programming, provincially, nationally, and internationally, serving both traditional and non-traditional learners.

We use curricula that combine a foundation in theory, with innovative practical *hands-on* experience, to ensure our students' knowledge can be put into action. Our degree programs have achieved mandatory provincial recognition and all of our Nursing programs hold national

accreditation, to ensure quality curriculum and experiences for our learners, as well as, broad acceptance by employers.

In keeping with the KPU's mission and mandate, we are particularly proud of the diversity of our faculty and learners who are engaged in a variety of research and scholarship. The Faculty of Health continually explores opportunities for new programs, such as our Acupuncture Program that was launched in September 2016. We also strive to enhance our partnerships with employers to better meet their needs and those of the clients they serve through our educational programs and professional studies options.



Our programs offer field placements for our students to exhibit existing skills and to learn advanced skills. These placements involve a preceptor where a current practicing clinician leads the student through real world applications, expanding the student's knowledge. We also offer faculty-led field experience, where our faculty not only teach in the class but also work directly with the students in the field. For our nursing programs, our faculty work twelve-hour shifts in a hospital right next to our students, connecting what the students have learned in the classroom into the work environment with their patients.

By innovating through theory and practice, we transform our learners into leaders who will ultimately change the face of their communities.

Faculty of Science and Horticulture

The Faculty of Science and Horticulture offers a unique mix of traditional and applied undergraduate programs representing the polytechnic mission of KPU, with programs offered on the Cloverdale, Langley, Richmond, and Surrey campuses.

KPU's tagline – Where thought meets action – accurately describes the approach to our curriculum.

We have several recently launched degree programs, including a B.Sc. in Biology and a B.Sc. in Health Sciences. The upper level courses will be taught in our Surrey campus science labs – presently undergoing a \$22 million renovation that will increase the capacity for innovation as well as enhance applied research and experiential learning opportunities. Students also now have the option to minor in Medicinal Chemistry, which is primarily geared towards drug discovery and development.

Our B.Sc. in Applications of Mathematics allows students to choose from focus streams in biomathematics, education, or computational mathematics, and the B.Sc. in Physics for Modern Technology provides students with an applied program designed with the needs of local industry in mind and includes a work placement component.

New to our faculty is the Computer-Aided Design & Drafting Technologies Program. Students learn to produce drawings from concept sketches, create 3D models, and transform them into objects while building a portfolio of their work. Our Diploma in Brewing and Brewery Operations (the first of its kind in BC) provides training in the science, business, and practical aspects of the brewing industry, with hands-on experience in our new 4,000 square foot Brewing Instructional Laboratory.



Students who are interested in the environment or sustainability and want a hands-on program are directed towards our two-year Horticulture Science Diploma programs that feed into our Bachelor of Horticulture Science in Plant Health or Urban Ecosystems programs. The School of Horticulture's field lab, greenhouses, technical training shops, and a three-hole demonstration golf course provide students with opportunities for hands-on learning. We also offer a two-year Diploma in Environmental Protection Technology and our highly innovative Bachelor of Applied Science in Sustainable Agriculture. KPU Sustainable Agriculture recently partnered with the City of Richmond to develop a 20 acre organic research and teaching farm within a 140 acre agriculture and conservation site – the Garden City Lands – located 500 meters from our Richmond campus in the heart of the city.

Undergraduate student research opportunities at home or abroad are available in many of our programs. Our close relationship with two highly recognized research groups, the Institute for Sustainable Horticulture (KPU Langley) and the Institute for Sustainable Food Systems (KPU Richmond), provides students the opportunity to work side-by-side with top researchers on projects that will benefit people in Canada and around the world.

Faculty of Trades and Technology

KPU Faculty of Trades and Technology programs and courses are situated at our Cloverdale campus. We also run courses at industry facilities and in partnership with several school districts. Our programs focus on experiential learning, where we couple technical academic studies with practical applied skills. We have extensive meaningful relationships with the industries and disciplines we support. Our campus is over 180,000 square feet, situated on 70 acres of land boasting some of the best-equipped trades facilities in Canada, including computer and simulation labs and 13 shops dedicated to trades and technology skill development. We also offer the only Farrier training program in BC's public post-secondary sector, and other unique programs such as Appliance Servicing, and Parts, Warehousing, Logistics and Distribution.

The Faculty provides programming in skilled trades and applied technology programs. This includes skilled trades' foundation and apprenticeship training as well as service training to meet the needs of industry and their employees. Our programs support industry and people in many sectors including the construction, forestry, heavy equipment, metal, electrical, recreational, manufacturing, mining, transportation, and utilities fields.

Faculty of Trades and Technology will be launching the Mechatronics and Advanced Manufacturing Technology program in September 2018. This program supports applied research, product development and commercialization solutions. Graduates of this diploma program will be employable across a wide range of industries such as manufacturing, green technology, biotechnology, medical, energy, transportation, telecommunications, autonomous vehicles, building technology, agriculture, aerospace, national security and defense.



Continuing and Professional Studies Division

KPU's Continuing and Professional Studies (CPS) division has achieved great national profile due to the popular and unique offerings in the field of medical marijuana. With the imminent legalization of medical and recreational marijuana in 2018, CPS is poised to assume a position of leadership and innovation by expanding the present range of programs and courses offered in this area. KPU is working with internal staff and external consultants to devise a broad range of offerings to capitalize on our unique post-secondary advantage and to widen the scope of activities in anticipation of a rapidly expanding market for research, expertise, regulatory standards, training and production management.



CPS is now entering into a new three year agreement with the Squamish First Nations Trades Centre in North Vancouver. Programs offered so far include low-voltage, carpentry, piping, scaffolding, environmental monitoring and construction craft worker. These programs are aimed at learners from the First Nations communities in the Lower Mainland.

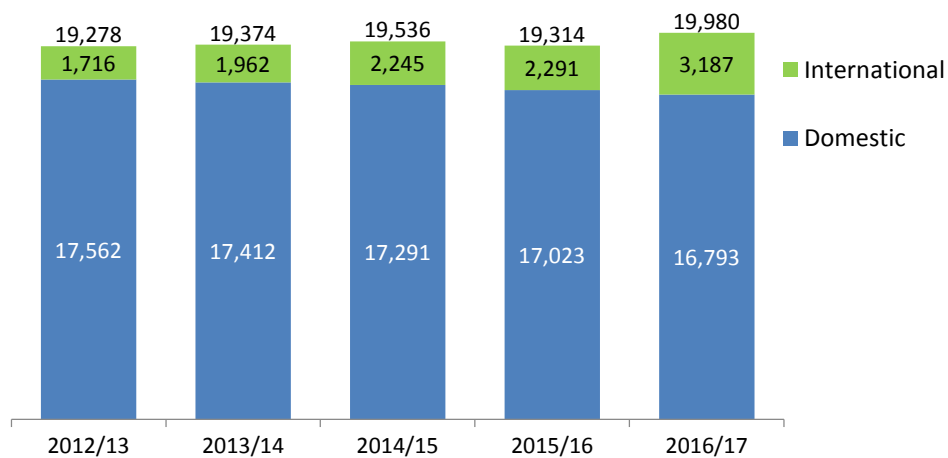
CPS has recently been restructured and is reviewing the range of offerings, exploring new methods of delivery and working closer with industry to identify daytime and evening/weekend training programs to support BC's highly diversified and evolving labour market.

In addition to our present unique offerings in Commercial Beekeeping Training, corporate training and Water Remediation, CPS offers a Hotel Asset Management program and various business skills certificates.

KPU Students

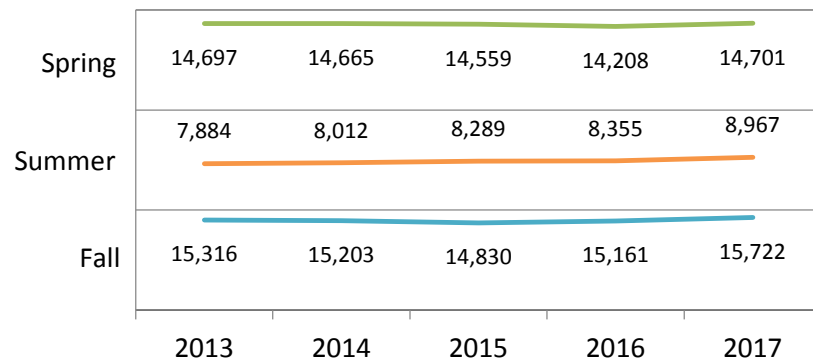
For the first four of the last five academic years, headcount enrolments were steady at just over 19,000 students a year, but increased to almost 20,000 in 2016/17 (Figure 2.2). Over this period, KPU's domestic enrolments decreased, whereas the number of International students grew from 1,716 in 2012/13 to 3,187 in 2016/17. In 2016/17, 68% of KPU's international students were enrolled in the School of Business, 14% were enrolled in the Faculty of Arts, 14% in the Faculty of Science and Horticulture, and 5% in the Faculty of Academic and Career Advancement.

Figure 2.2: Unduplicated Domestic and International Headcount by Academic Year



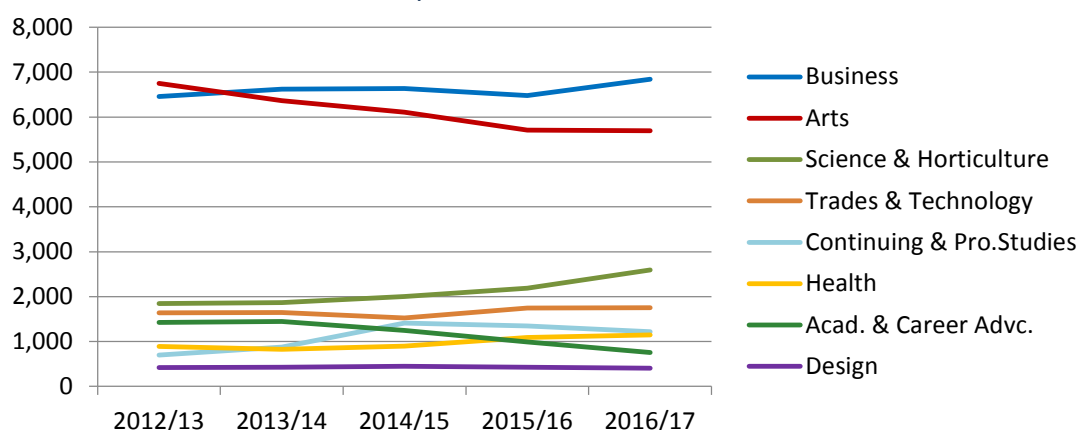
KPU offers a wide array of courses in all three terms each year. Although enrolment is highest in the fall term, enrolment growth has been greatest in the summer term, increasing by 14% from 2013 to 2017. This is compared to a 3% increase for the fall and no change for the spring over the same time period (see Figure 2.3).

Figure 2.3: Unduplicated Headcount by Term Spring 2013 – Fall 2017



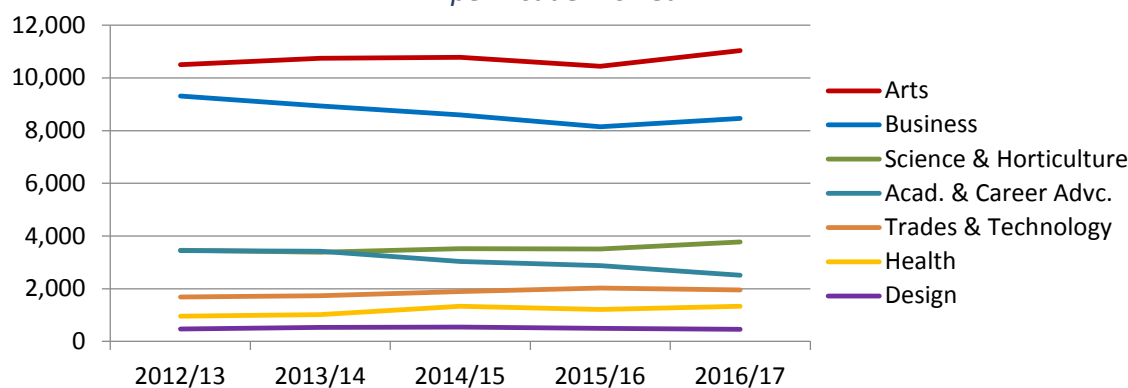
In 2016/17, almost two-thirds of all KPU students were enrolled in programs in either the Faculty of Business or the Faculty of Arts. Over the past five academic years, the growth in headcount enrolment was greatest in the Faculties of Health (29%), Science & Horticulture (41%), and Continuing and Professional Studies (74%) (see Figure 2.4).

Figure 2.4: Distribution of Student Headcount by Program Faculty per Academic Year



Since students may take courses in Faculties other than the one in which they are enrolled, the distribution displayed in Figure 2.4 does not reflect the proportion of educational activity delivered by each Faculty. Figure 2.5 displays headcount enrolments based on the Faculty delivering the courses to capture all educational activity delivered by each Faculty. The Faculty of Arts serves more than half of all students at KPU, more than any other Faculty. Although only 4% of all students were registered in ACA programs, ACA delivered courses to 13% of all KPU students in the 2016/17 academic year.

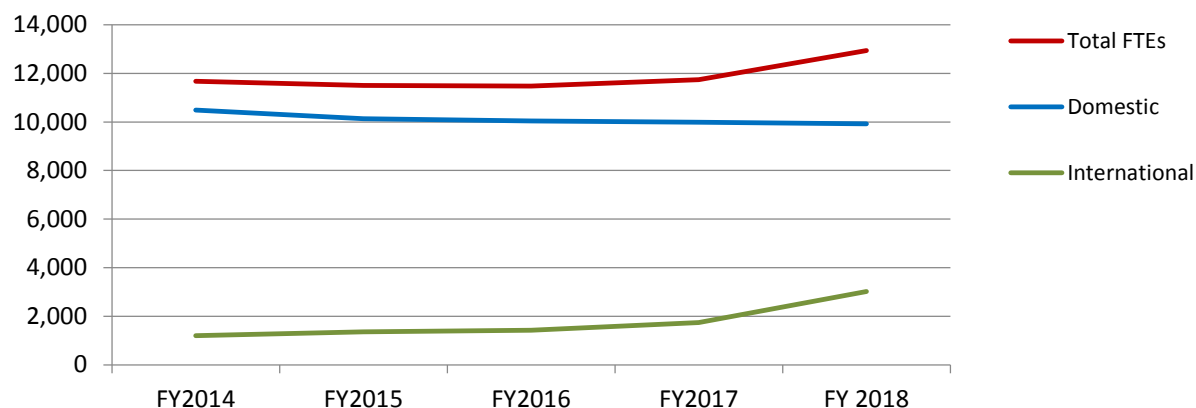
Figure 2.5: Distribution of Student Headcount by Course Faculty per Academic Year



Although 65% of KPU students are full-time, the majority take less than a full load of 5 courses per term. FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full-course load, are depicted in Figure 2.6, on the following page. Over

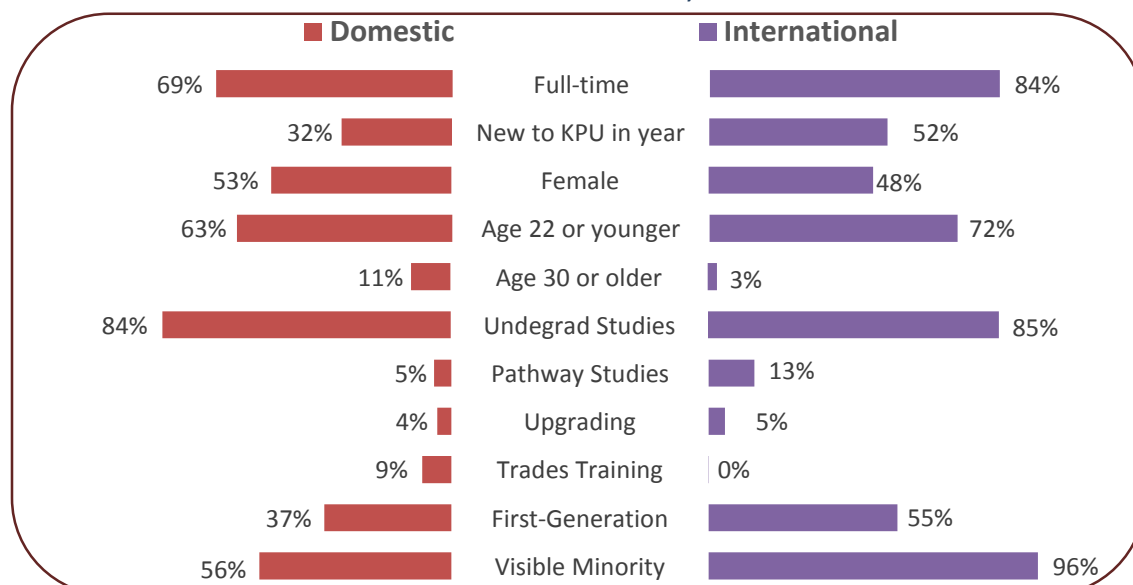
the past five fiscal years, total FTEs are up by 11%, which is due to the fact that international FTEs are up by 152%.

**Figure 2.6: FTEs: Total, Domestic and International
per Fiscal Year**



The profile of KPU's student body is portrayed in Figure 2.7, comparing the characteristics of Domestic and International students. Compared to Domestic students, International students were more likely to study full-time, be new to KPU in 2016/17, be younger, be a first-generation student, and be a member of a visible minority.

**Figure 2.7: Profile of KPU Student Body
Academic Year 2016/17**



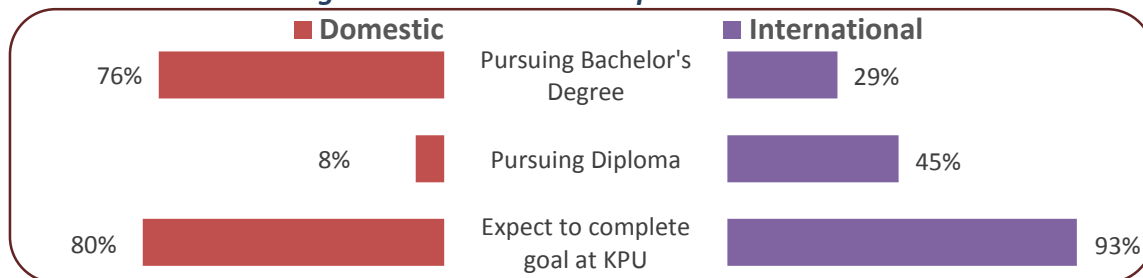
*Pathway pairs upgrading and undergraduate studies with guided support

Note: Students taking CPS courses are excluded

In the Fall of 2017, over 3,500 KPU students responded to the biennial Student Satisfaction Survey. This was an opportunity to learn more about the KPU student body. The following charts compare Domestic and International students on key characteristics using the data obtained from this survey.

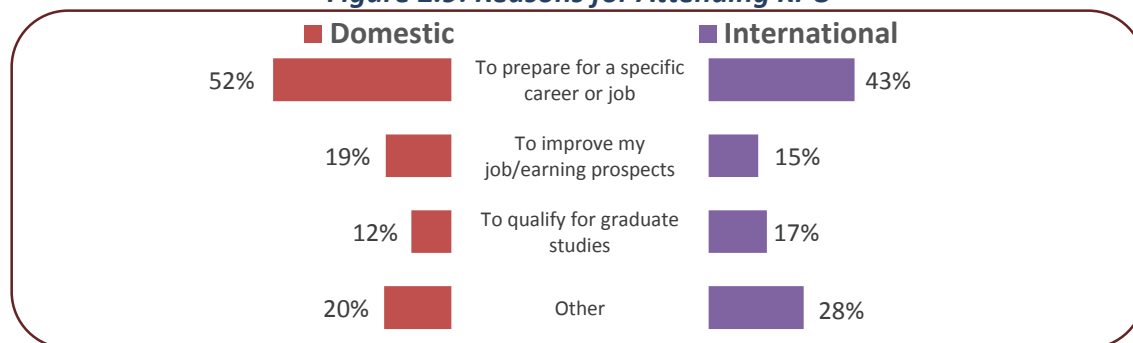
While Domestic students were more likely to be pursuing a degree at KPU, International students were more likely to be pursuing a diploma and expect to complete their educational goal at KPU.

Figure 2.8: Educational Expectations at KPU



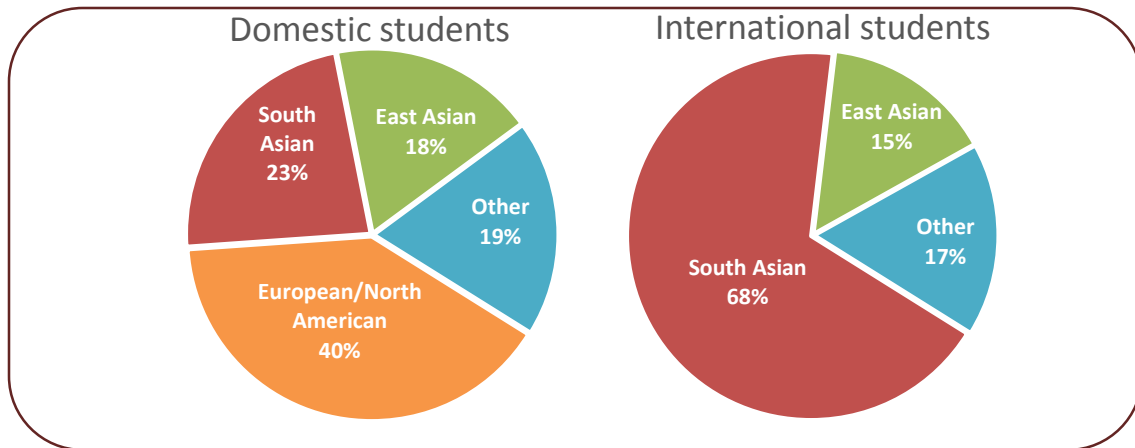
For both Domestic and International students, training for a specific career or job was the most popular reason for attending KPU.

Figure 2.9: Reasons for Attending KPU



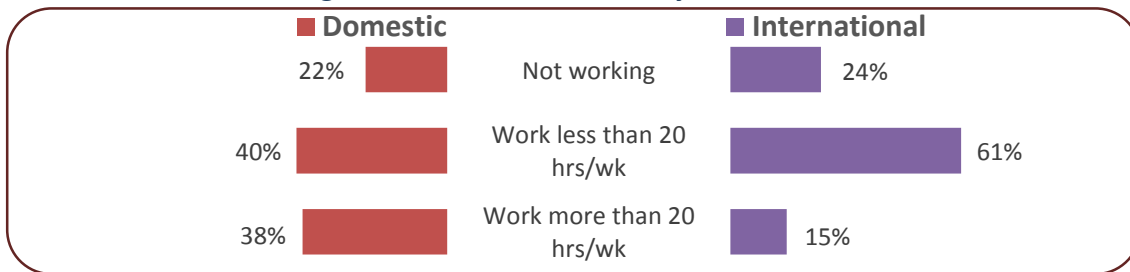
While most Domestic students said their ethnicity was European/North American, almost one quarter reported South Asian as their ethnicity and almost one fifth of reported East Asian. Almost 70% of International students were South Asian and less than one fifth of International students reported an ethnicity other than South or East Asian (see figure 2.10 on the following page).

Figure 2.10: Most Common Ethnicities of KPU Students



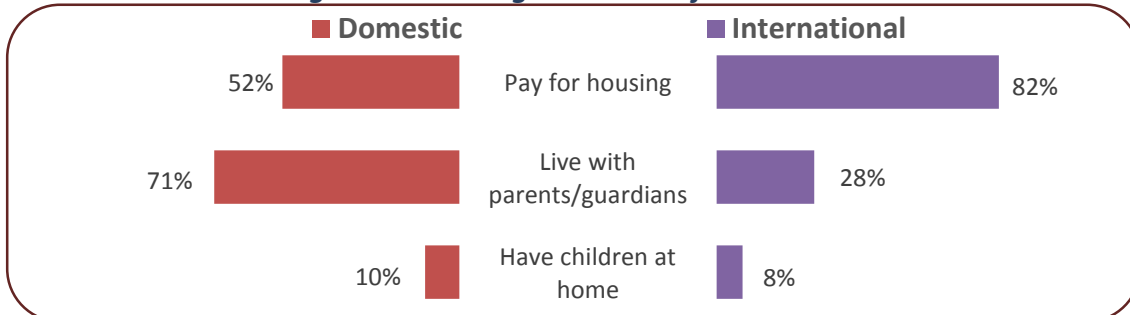
While similar percentages of Domestic and International students were working, a greater percentage of Domestic students worked more than 20 hours per week.

Figure 2.11: Hours Worked by KPU Students



About half of Domestic students said they were paying for housing, while over 80% of International students were paying for housing. Although most Domestic students lived with parents or guardians, just under 30% of International students lived with parents or guardians. Few Domestic or International students said they had children living with them most of the time.

Figure 2.12: Living Situations of KPU Students



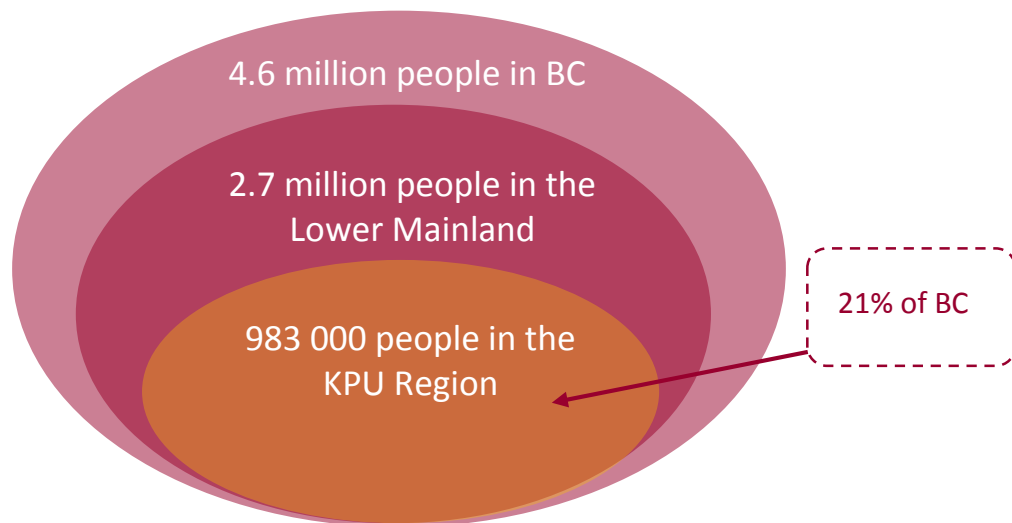
3. Strategic Context

The KPU Region

The region served by KPU consists of the cities of Richmond, Delta, Surrey, White Rock, and the City and Township of Langley. Also included in the KPU region are the territories of the Tsawwassen First Nation and Semiahmoo First Nations, and parts of the Kwantlen, Matsqui, and Katzie First Nations. This entire area covers the school districts of Richmond, Delta, Surrey and Langley.

In 2016, just over one fifth of the entire BC population lived in the KPU region. In addition to comprising a significant portion of the BC population, the KPU region is younger than BC as a whole. In 2016, almost one quarter (24%) of BC's high school-aged population (13-18) lived in the KPU region.

Figure 3.1: Population Share of KPU Region Relative to Lower Mainland² and all BC (2016)

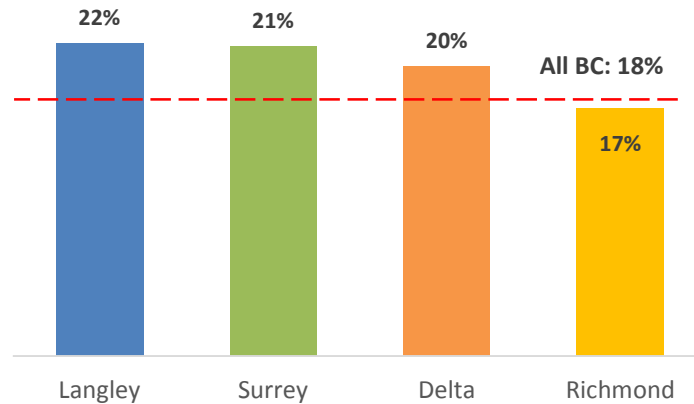


Source: Statistics Canada 2016 Census

Within the KPU region, the school districts of Langley, Surrey, and Delta all had 20% or more of their total populations under the age of 18 (see Figure 3.2 on the following page). For Richmond, this percentage was 17%, lower than the percentage for all of BC (18%). The average for the entire KPU region was 20%.

² Lower Mainland includes the Greater Vancouver Regional District and the Fraser Valley Regional District.

Figure 3.2: Percentage of Population Under 18 (2016)



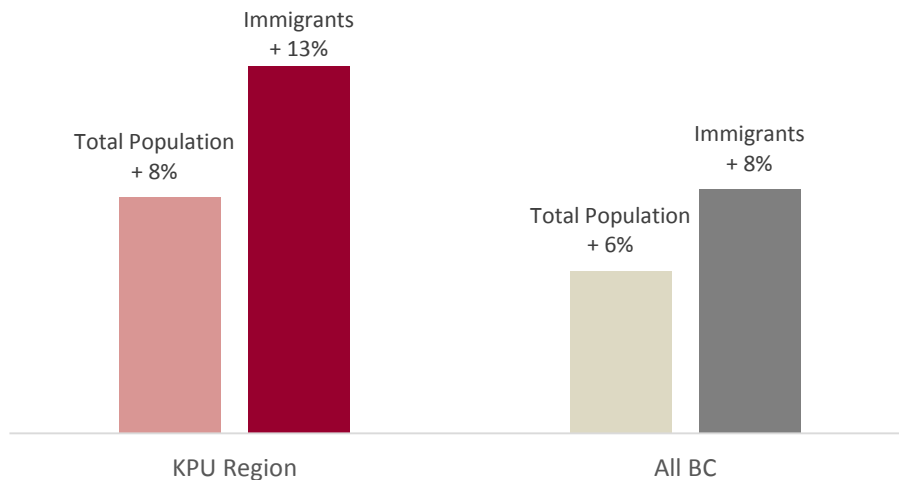
Source: Statistics Canada 2016 Census

Population Growth in the KPU Region

Between 2011 and 2016, the population in the KPU region grew by 8%, compared to 6% in all of BC. The KPU region accounted for 30% of the province's overall population growth in this five-year period. Growth varied across the KPU region, ranging from 11% in the Langley School District to only 2% in the Delta School District.

The immigrant population in the KPU region has also grown. From 2011 to 2016, the number of immigrants in the KPU region grew by 13%, while the immigrant population in BC as a whole grew by only 8%. Figure 3.3 below shows the total and immigrant population growth in both the KPU region and all of BC.

Figure 3.3: Population Growth (2011 to 2016)

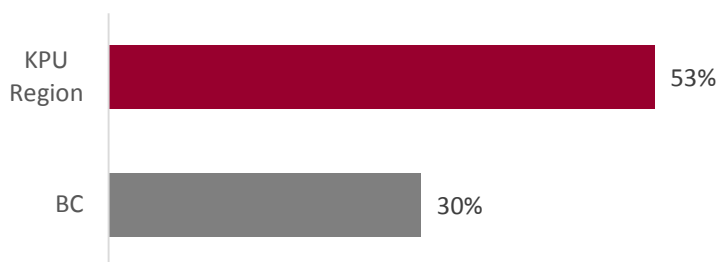


Source: Statistics Canada 2016 Census

Diversity of the KPU Region

In 2016, 41% of residents in the KPU region were immigrants, compared to 28% in all of BC. Almost one third (31%) of BC's immigrants lived in the KPU region in 2016. Also, in 2016, over half of the people living in the KPU region were a visible minority (53%), compared to 30% for all of BC.

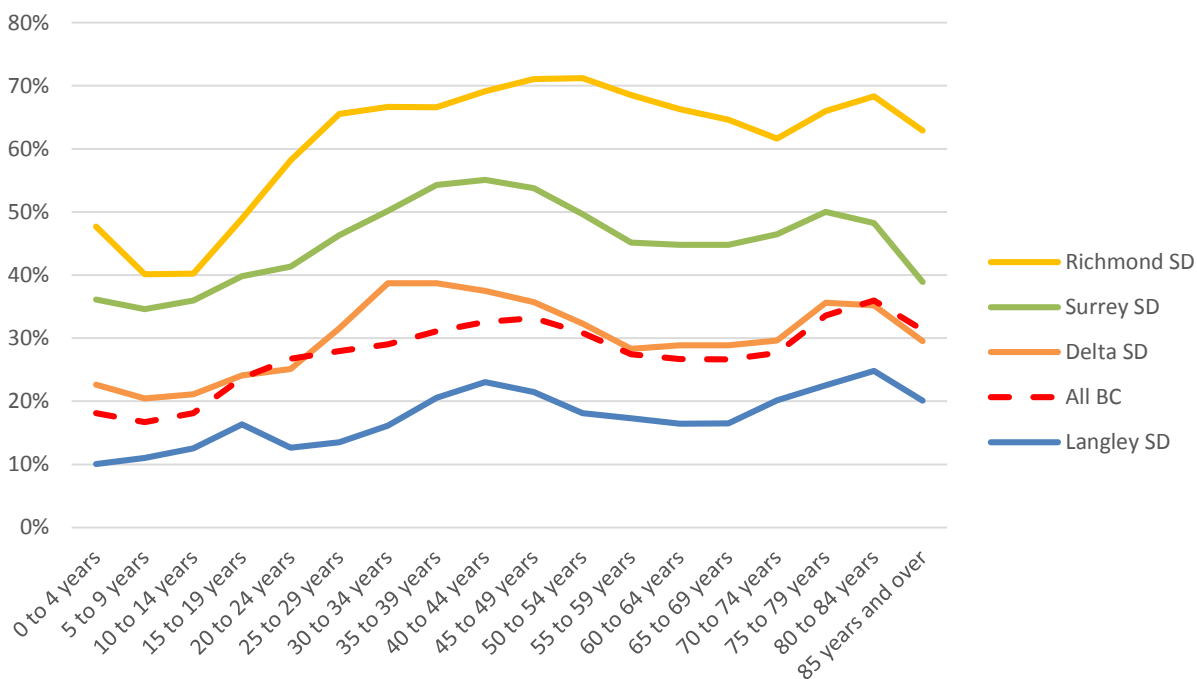
Figure 3.4: Percentage of Population that is a Visible Minority (2016)



Source: Statistics Canada 2016 Census

Another measure of diversity is the percentage of the population having a non-official mother tongue (a language other than English or French). Across all age groups, Richmond had the greatest proportions of its population with a non-official mother tongue. Langley was the only KPU school district that, compared to all of BC, had a smaller proportion of its population with a non-official mother tongue.

Figure 3.5: Percentage with Non-Official Mother Tongue by Age Group and Region



Source: Statistics Canada 2016 Census

Projected Population Changes of Key Age Groups: 2018-23

Figure 3.6 shows the projected population growth in key age groups for BC as a whole, and the five post-secondary regions in the Lower Mainland. From 2018 to 2023, the number of 20-24 year-olds is expected to decrease in all five local post-secondary regions. The largest of these decreases are expected to occur in the Douglas and Vancouver regions. Those 15 to 19 are expected to remain similar to current numbers. However, all regions, including KPU, are generally expected to see increases in people between the ages of 25 and 39. These trends suggest there will be increased competition among post-secondary institutions for students under 25. It also points to the growth in the potential adult learner population.

Figure 3.6: Projected Population Growth by Region³ and Age Group (2018-2023)



Source: BC Stats PEOPLE Projections (August 2017) based on the 2011 Statistics Canada Census

³ Fraser Valley Region = Abbotsford, Mission, Chilliwack; Vancouver Region = City of Vancouver; Capilano Region = City and District of North Vancouver, West Vancouver, Squamish, Whistler, Pemberton; Douglas Region = New Westminster, Burnaby, Coquitlam, Port Coquitlam, Port Moody, Pitt Meadows, Maple Ridge.

Financial Context

The Financial Context is intended to provide an explanatory overview of the fiscal 2018 Audited Financial Statements and a discussion of key issues and future opportunities. It should be read in conjunction with the Audited Financial Statements (see Appendix B).

Accounting Framework

KPU's Audited Financial Statements present the financial results of the University, for the fiscal year ended March 31, 2018, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards⁴ ("PSAS") supplemented by Section 23.1 of BC's *Budget Transparency and Accountability Act* ("BTAA"); and, regulations and guidance as directed by the Ministry of Finance Treasury Board and the Ministry of Advanced Education.

Of particular importance is the government requirement for all post-secondary institutions to be in a surplus position (i.e. have greater revenues than expenses) at the end of each fiscal year. This requirement, which is in line with the BC Taxpayer Accountability Principle of cost consciousness, creates an operational challenge which impacts an institution's ability to undertake capital projects:⁵

- Capital funding not spent in the year it is received becomes accumulated operating surplus.
- Accumulated operating surplus can only be used when an institution is in a deficit position, which is not allowed by government.

The Ministry of Finance Treasury Board regulation 198/2011 allows institutions to address this challenge by deferring revenue for capital projects. The revenue is subsequently recognized at the same rate as the capital project's amortization. Under this treatment, there is no net impact to an organization's revenues and expenses (as they are offsetting), avoiding the accumulated operating surplus issue and making it easier for the government and organizations to develop budgets and monitor cash flows.

The regulation, however, does not strictly meet the requirements of public sector accounting and consequently this issue is highlighted in the Audited Financial Statements by an *Emphasis of Matter* note in the audit opinion (refer to the Independent Auditors' Report and note 2a in the Audited Financial Statements).

⁴ There are a number of unusual elements in Public Sector financial statements and the Office of the Auditor General has produced a useful resource which helps explain some of the nuances of public sector accounting:

<http://www.bcauditor.com/pubs/2014/special/understanding-canadian-public-sector-financial-statements>

⁵ Capital projects are usually multi-year for two main reasons: Major capital projects often take more than one year to complete; and, accounting for capital assets requires them to be amortized (expensed equally over their useful lives).

KPU had a large surplus in fiscal 2018, with total revenues of \$188.3 million, representing an increase of approximately \$25 million, due largely to increases to international student tuition (see Figure 3.7). The University also continues to effectively manage expenses, ending the year in line with the Board approved 2017/18 budget.

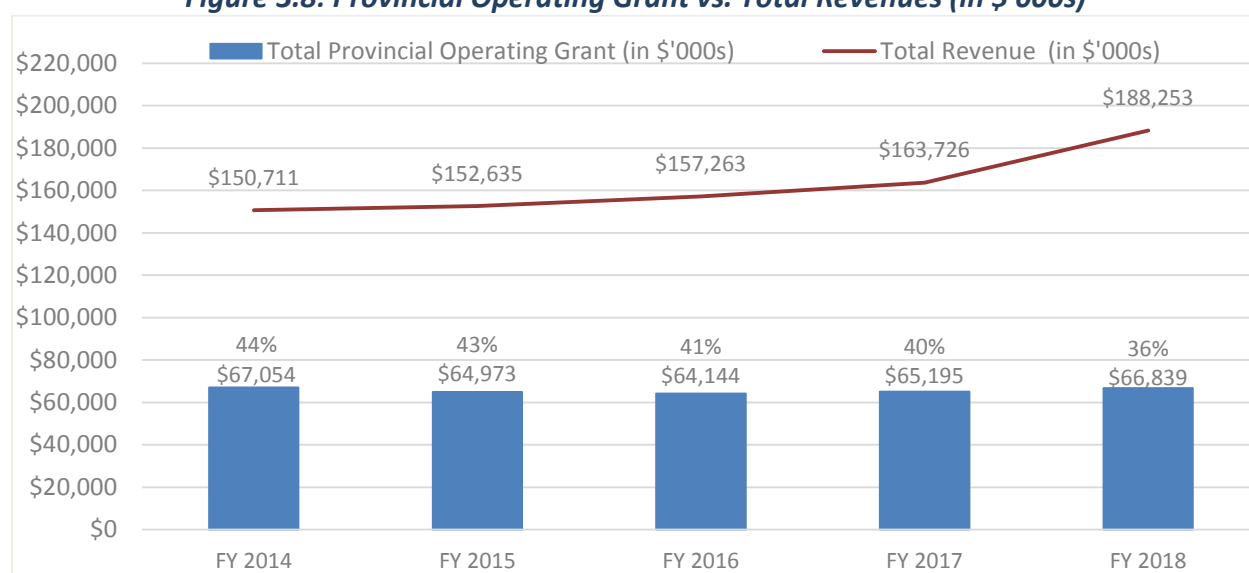
Figure 3.7: Overview of 2018 Financial Results

2018 and 2017 Financial Highlights (in \$'000s)			
Statement of Operations	FY2018	FY2017	Change
Provincial Grants	75,599	73,223	2,376
Tuition and Student Fees	92,996	70,926	22,070
Other Revenue	19,658	19,577	81
Total Revenue	188,253	163,726	24,527
Total Expenses	174,969	161,911	13,058
Accumulated Operating Surplus	95,804	82,520	13,284
Statement of Financial Position			
Financial Assets	83,310	66,720	16,590
Deferred Capital Contributions	159,104	139,894	19,210
Net Debt	(137,879)	(113,473)	(24,406)
Tangible Capital Assets	225,933	188,268	37,665

Revenues

As illustrated in Figure 3.8, the amount of funding received from the government in relation to total revenues decreased by approximately 2% per year, from 44% in fiscal 2014 to 36% for fiscal 2018. To continue to meet the KPU's growing operational needs, increased revenue must come from other sources.

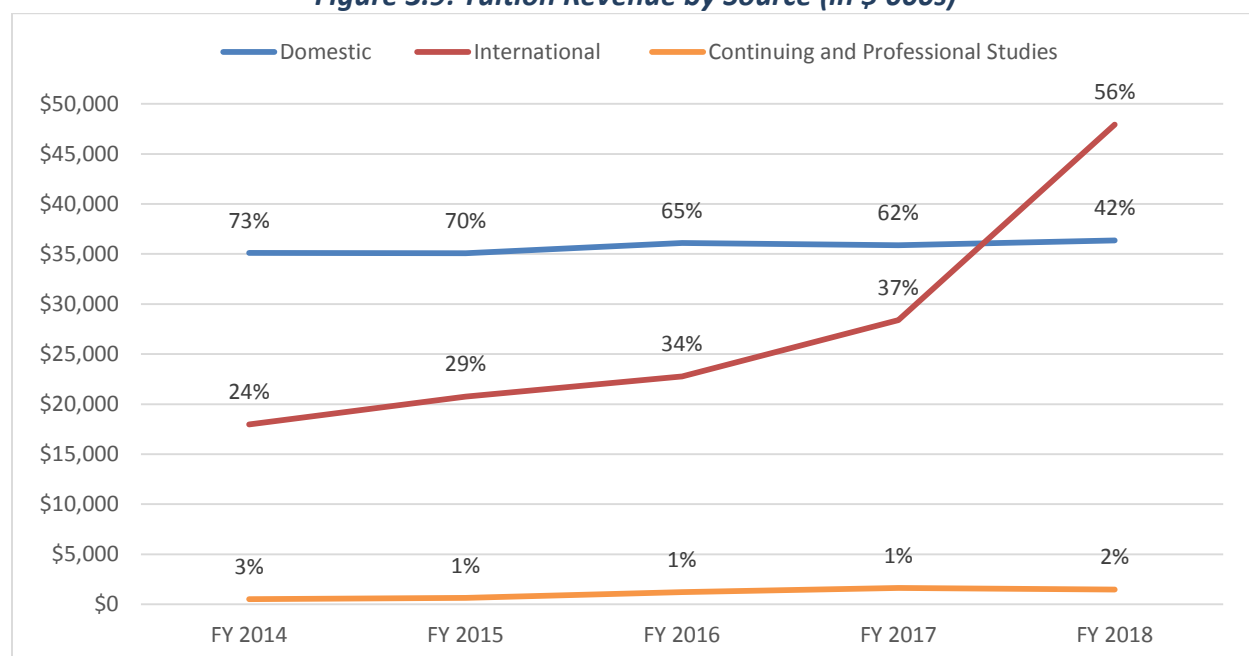
Figure 3.8: Provincial Operating Grant vs. Total Revenues (in \$'000s)



Note: Percentages are the proportion of total revenues from provincial operating grant for that year.

Revenues increased by approximately \$25 million over the prior year, due primarily to increases in international student enrolment. This trend of increasing reliance on international students for revenue generation is illustrated in Figure 3.9. Continuing and Professional Studies, which provides training to markets not served by traditional KPU activities and not subject to base funding, is still in a growth phase and revenue generation is expected to increase over time.

Figure 3.9: Tuition Revenue by Source (in \$'000s)



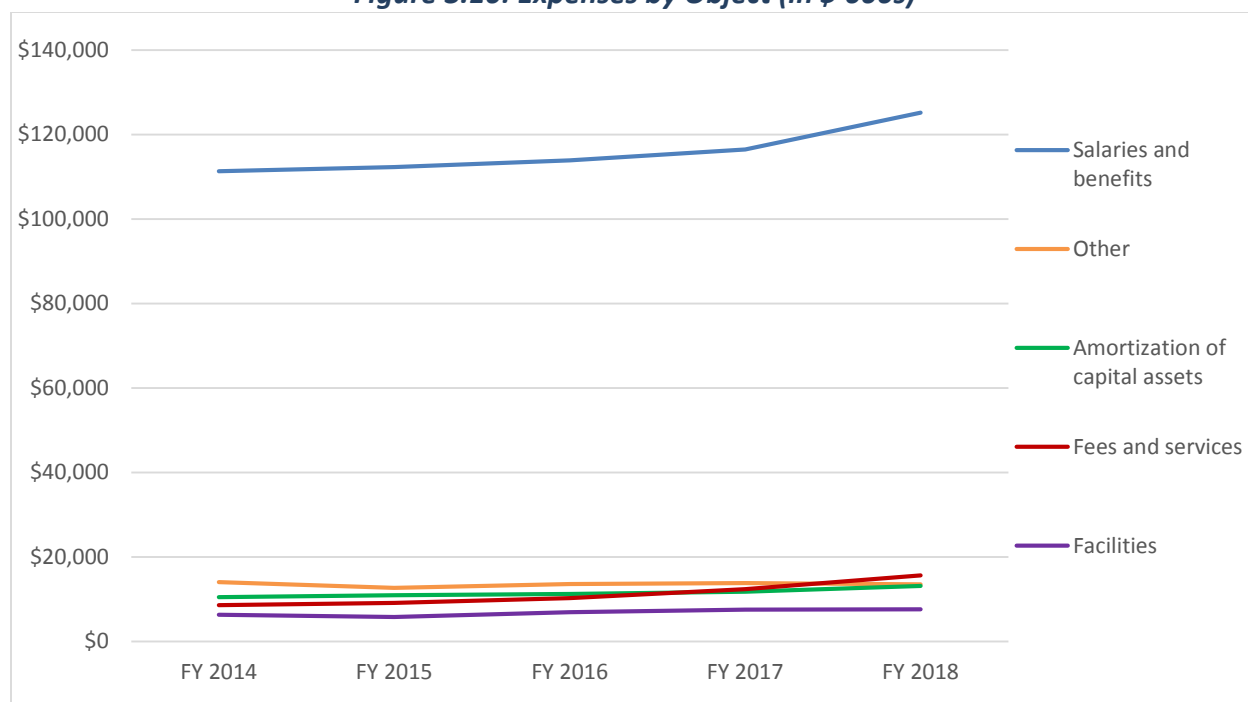
Note: Percentages give the distribution by source for that year.

Expenses

Total expenses for fiscal 2018 increased by approximately 8% over the previous year. The key drivers to expenditure increases include: Collective agreement obligations, a reduction in staffing vacancies, and inflationary pressures on consumables and operational contracts, fees, and services.

As Figure 3.10 illustrates (see the following page), the largest organizational expense is salaries and benefits, which represents approximately 72% of total expenditures. This is typical of post-secondary institutions, as they are driven by faculty and administrative support staff.

Figure 3.10: Expenses by Object (in \$'000s)



Accumulated Operating Surplus

The accumulated operating surplus, \$95.8 million for fiscal 2018, represents the accumulated balance of KPU's annual operating surpluses and deficits. As identified in the Accounting Framework discussion above, post-secondary institutions are required to have a surplus at the end of each fiscal year. Since running a deficit is the only mechanism to access historical operating surplus balances, these funds cannot be used for operating or capital purposes and are represented by the asset positions⁶ on the Statement of Financial Position.

Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$137.9 million in fiscal 2018, representing an increase of \$24.4 million over the prior year and was largely due to an increase in the acquisition of tangible capital assets and related deferred capital contributions (DCCs). DCCs increased by \$19.2 million to \$159.1 million and represent funds received from the government for the construction or acquisition of capital assets for which amortization is required in future years. As noted in the Accounting Framework section above, this mechanism is provisioned for by a government regulation and minimizes the increase in the accumulated operating surplus.

⁶ Accumulated operating surplus is represented on the Statement of Financial Position as financial and non-financial assets.

4. When Thought Meets Action

April Holland, Psychiatric Nursing Alumna

"KPU really helped me develop that strength of flexibility and adaptability by giving me real world experiences."

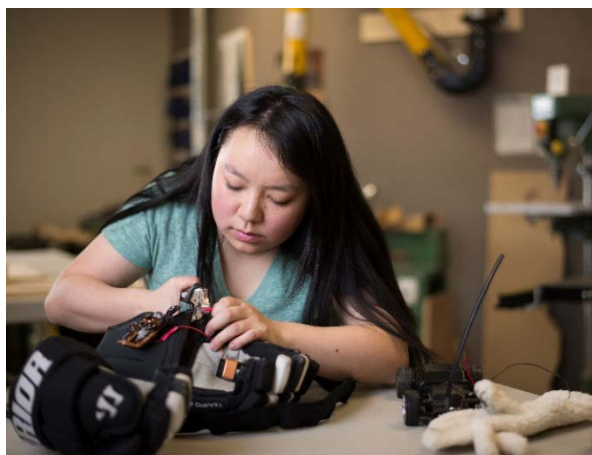
"I have always had an interest in health promotion and helping others, and psychiatric nursing at KPU was the perfect fit. A year into my program at KPU I had to take time away from my studies. It was a challenge, but it helped me learn how to balance my priorities and it sparked a personal interest in student health, which is actually tied to my master's thesis. Now, I'm a Registered Psychiatric Nurse, and back at KPU as a faculty member. The university has always been extremely supportive of me, even after I finished *paying tuition*."



For a video of Holland go to: <http://www.kpu.ca/april-holland>

Alisa Yao, Product Design Student

"In high school, aside from the academic courses, I also did a lot of hands on courses. When I came to [the] KPU Product Design [program], it made perfect sense."



"I started my post-secondary education at another school, pursuing engineering, but I wasn't enjoying being in large lectures with so many other students and only learning theories. I wanted something more hands-on. That's how I came to KPU. I've always liked to create and build things which made product design interesting and appealing to me. The classes are small and I've connected with people in the industry at KPU, and learned how to turn my interests into a meaningful career. Now I have established relationships with my peers and instructors and I'm using what I've learned here outside of the classroom in my own business."

For a video of Yao go to: <http://www.kpu.ca/alisa-yao>

Stuart Chase, Journalism & Public Relations Alumnus

"When I first got to KPU, I felt like I wasn't just sitting with classmates, but with colleagues. There was a replication of a work environment in every classroom setting."

"I wanted a more focused, one-on-one type learning environment which is exactly what I got here. KPU gave me confidence and shaped my critical thinking abilities. I ask "why" and "how" far more post-KPU than I did pre-KPU. Every university may offer what you *want* but KPU is going to give you the quality experience you *need* to be successful in the world beyond your education."

For a video of Stuart go to: <http://www.kpu.ca/stuart-chase>



Kristina Obodovskiy, Marketing Student

"Because of the small class sizes, you really get to know your instructors."



"In business you need to be able to interact with clients and customers in the real world. KPU has really helped me to develop my public speaking and presentation skills, and to feel confident in what I'm doing. The classes here are small and you form real relationships as a result. The instructors are great, hands-on, and willing to help. I would describe myself as organized but creative and those two traits mesh well in marketing. Marketers need to be familiar with all aspects of a business—from accounting and operations to customer acquisition—and it's a lot of pressure but it's really exciting."

For a video of Obodovskiy go to: <http://www.kpu.ca/kristinaobodovskiy>

Aaron Sask, Carpentry Alumnus

"I never thought my career would advance this far and [now] it has, thanks to the education I received from KPU."



"When I graduated high school, I wasn't sure what I wanted to do. My natural abilities became apparent when I started carpentry at KPU. It's an ideal place to learn and develop your skills. There's huge workshops, all the tools you need, ample space to work, and the instructors are highly knowledgeable. Completing your certification makes you an extremely valuable employee and enables you to take on a leadership role on the job site. I now have my Red Seal, the national standard of excellence in the skilled trades. The knowledge I gained during my time at KPU is now given back as I mentor others, including the apprentices working under me."

For a video of Sask go to: <http://www.kpu.ca/aaron-sask>

Sarah Pucek, Urban Ecosystems Student and Landscape Horticulture Alumna

"What I like most about the program is that it's applied. I can take what I learn in school to work, to create a successful landscape."

"I finished high school and started boxing. I did amateur competitions for a few years before turning professional and I'm currently the North American Boxing Federation Women's super-featherweight champion. When I started boxing, I was working as a gardener at an equestrian facility and I fell in love with plants and horticulture. I met someone from KPU which led me to the Faculty of Science and Horticulture. Going to university is one of the things I am most proud of. I never had plans for pursuing higher education. Studying at KPU has given me confidence in life and gifted me with amazing relationships with both students and teachers. Many of my instructors are like friends, but better because they like to talk about plants."



To see a video of Pucek go to: <http://www.kpu.ca/sarah-pucek>

Emad Alrefai, English Language Studies Alumnus and Accounting Student

"When I first came to KPU, I started in the English Language Studies program. There was a lot of support from instructors and students, everything from writing papers, socializing, and getting used to the new culture."



"My first intention was to become an engineer and I spent a year in university in Saudi Arabia. I wanted something that combined business and math—my brother recommended KPU. Coming to Canada pushed me out of my comfort zone. I was in a new environment, with a different language, in a society with different customs. But if you want to overcome your fears forever, face them. The instructors at KPU are incredibly knowledgeable. You learn what to expect in the real world and develop real connections here."

For a video of Alrefai go to: <http://www.kpu.ca/emad-alrefai>

5. Performance Plan

BC Post-secondary System Objectives: Capacity, Access, Efficiency, Quality and Relevance		
KPU's Strategic Plan Goals	KPU's Performance Measures	Alignment with BC Post-secondary System Objectives
QUALITY		
1. All KPU graduates are prepared for global citizenship and rewarding careers.	Graduate success	Quality, Capacity, Relevance
	Citizenship and internationalization	Relevance
2. Learner engagement and retention at KPU show continuous improvement.	Retention and completion	Quality
	Learner engagement	Quality
3. KPU is a well-managed, integrated, and transparent organization that supports learning.	Management effectiveness and quality assurance	Quality, Efficiency, Capacity
	Efficiency	Efficiency, Capacity
	Sustainability	Efficiency
	Financial health	Capacity, Access
	Employee engagement	Capacity
REPUTATION		
4. KPU is widely recognized for its teaching and its scholarship.	Teaching quality	Quality, Capacity
	Scholarly activity	Quality, Capacity
5. KPU's unique identity is clearly articulated and well understood across the University and beyond.	Unique identity	Relevance
6. KPU is the foremost provider of continuing and professional education in its region.	Continuing education	Relevance
RELEVANCE		
7. The impact of KPU's community engagement has doubled by 2018.	Awareness	Relevance, Access
	Reputation	Relevance, Access
	Community engagement	Relevance
8. KPU's operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population.	Learner growth	Access
9. Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.	Experiential learning	Relevance

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6. KPU's Performance Measures

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2018*. The 77 measures include the ten performance measures required by the Ministry of Advanced Education (AEST).

Each measure has a performance target against which actual performance is assessed. For the AEST measures, the targets were set by AEST and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. For other measures, the targets were developed in consultation with the KPU Board of Governors. Where comparable data on other institutions is available, these are used. Other targets are based on KPU past performance, standards in the field or policy requirements, or as dictated by the goal. The assessment method for these measures is described next.

Assessment of AEST's Performance Measures

For AEST measures, performance is assessed using the following scale:

Exceeded	110% or more of target
Achieved	100% of target
Substantially achieved	90% to 99% of target
Not achieved	Less than 90% of target
Not assessed	Not assessed because no target, descriptive measure, too few respondents or margin of error too high






The table below provides a summary of the assessment on the ten AEST performance measures. Also included is discussion for the measures where the target was not achieved. Each measure is numbered as it appears in KPU's Performance Report that follows, showing the actual results.

AEST Performance Measures	2017/2018 Assessment
1. Unemployment rate of KPU's graduates	BGS: Exceeded DACSO: Exceeded APPSO: Exceeded
4. [Former] student assessment of their skill development at KPU (see skill breakdown)	BGS: Achieved DACSO: Achieved APPSO: Achieved
5. Proportion of former students who reported satisfaction in the usefulness of their knowledge and skills in performing their jobs	BGS: Achieved DACSO: Substantially Achieved APPSO: Achieved
14. Number of credentials awarded by KPU each year	Achieved
37. Proportion of former students who reported satisfaction with their education	BGS: Achieved DACSO: Achieved APPSO: Achieved




AEST Performance Measures	2017/2018 Assessment
38. Proportion of former students who assessed their quality of instruction positively	BGS: Achieved DACSO: Achieved APPSO: Achieved
69. Number of domestic student spaces (FTE)	Substantially achieved
73. Number of Nursing and other Allied Health student spaces (FTE)	
74. Number of student spaces (FTE) in ABE, ESL, and ASE developmental programs	
Developmental FTEs have been declining since the introduction of tuition for Domestic students taking ESL or Academic Upgrading.	
75. Number of Aboriginal student spaces (FTE)	

Tracking Progress towards KPU's Goals






KPU's assessment method is aligned with AEST's, as depicted below. The difference is that KPU's method allows for the assessment of progress toward achieving the target, not just whether the target has been achieved.

KPU	AEST
 Target achieved	Exceeded or Achieved
 Within 90% of target	Substantially achieved
 Between 50% and 90% of target	Not achieved
 Less than 50% of target	Not achieved
 No progress	Not achieved

In the performance measures table on the pages that follow, the assessment is indicated with an arrow, as follows:

-  Indicates current rating
-  Indicates previous rating, if different from current rating
-  Indicates no assessment available

Items that are not assessed include those under development and those where no target has been established. The appendix provides definitions of terms and sources used for the performance measures. The following summarizes performance, showing the number of measures that achieved each level.

 Target achieved	47
 Within 90% of target	9
 Between 50% and 90% of target	13
 Less than 50% of target	6
 No progress	0
Not assessed	2

Quality: Successful Global Citizens

Measures of Graduate Success	Performance	Target	Progress																																	
AEST 1. Unemployment rate of KPU's graduates (Source: BCSOS)	<div><div>..... Average</div><div><div><div>BGS</div><div>DACSO</div><div>APPSO</div></div></div></div> <table><thead><tr><th>Year Cohort</th><th>2013 (11/12)</th><th>2014 (12/13)</th><th>2015 (13/14)</th><th>2016 (14/15)</th><th>2017 (15/16)</th></tr></thead><tbody><tr><td>BGS</td><td>5%</td><td>5%</td><td>5%</td><td>5%</td><td>5%</td></tr><tr><td>DACSO</td><td>11%</td><td>8%</td><td>11%</td><td>8%</td><td>9%</td></tr><tr><td>APPSO</td><td>7%</td><td>7%</td><td>6%</td><td>7%</td><td>4%</td></tr><tr><td>Average</td><td>9%</td><td>7%</td><td>8%</td><td>7%</td><td>7%</td></tr></tbody></table>	Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)	BGS	5%	5%	5%	5%	5%	DACSO	11%	8%	11%	8%	9%	APPSO	7%	7%	6%	7%	4%	Average	9%	7%	8%	7%	7%	AEST Target: 17/18 target: ≤ 9.4% 18/19 target: ≤ unemployment rate for individuals with high school credentials or less. AEST: BGS: Exceeded DACSO: Exceeded APPSO: Exceeded	<div><div></div><div></div><div></div><div></div><div></div></div> <div></div>			
Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)																															
BGS	5%	5%	5%	5%	5%																															
DACSO	11%	8%	11%	8%	9%																															
APPSO	7%	7%	6%	7%	4%																															
Average	9%	7%	8%	7%	7%																															
2. Proportion of former students who are employed (Source: BCSOS)	<table><thead><tr><th>Year Cohort</th><th>2013 (11/12)</th><th>2014 (12/13)</th><th>2015 (13/14)</th><th>2016 (14/15)</th><th>2017 (15/16)</th></tr></thead><tbody><tr><td>Employment Rate</td><td>83%</td><td>87%</td><td>86%</td><td>88%</td><td>88%</td></tr></tbody></table>	Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)	Employment Rate	83%	87%	86%	88%	88%	≥ TIU 3-year average 86%	<div><div></div><div></div><div></div><div></div><div></div></div> <div></div>																					
Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)																															
Employment Rate	83%	87%	86%	88%	88%																															
3. Proportion of former students employed in a related field of study (Source: BCSOS)	<table><thead><tr><th>Year Cohort</th><th>2013 (11/12)</th><th>2014 (12/13)</th><th>2015 (13/14)</th><th>2016 (14/15)</th><th>2017 (15/16)</th></tr></thead><tbody><tr><td>Employment Rate</td><td>75%</td><td>75%</td><td>77%</td><td>77%</td><td>80%</td></tr></tbody></table>	Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)	Employment Rate	75%	75%	77%	77%	80%	≥ TIU 3-year average 78%	<div><div></div><div></div><div></div><div></div><div></div></div> <div></div>																					
Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)																															
Employment Rate	75%	75%	77%	77%	80%																															
AEST 4. [Former] student assessment of their skill development* at KPU (see skill breakdown) (Source: BCSOS)	<div><div>..... Average</div><div><div><div>BGS</div><div>DACSO</div><div>APPSO</div></div></div></div> <table><thead><tr><th>Year Cohort</th><th>2013 (11/12)</th><th>2014 (12/13)</th><th>2015 (13/14)</th><th>2016 (14/15)</th><th>2017 (15/16)</th></tr></thead><tbody><tr><td>BGS</td><td>89%</td><td>91%</td><td>92%</td><td>92%</td><td>89%</td></tr><tr><td>DACSO</td><td>76%</td><td>74%</td><td>88%</td><td>88%</td><td>87%</td></tr><tr><td>APPSO</td><td>80%</td><td>67%</td><td>86%</td><td>82%</td><td>85%</td></tr><tr><td>Average</td><td>78%</td><td>77%</td><td>88%</td><td>88%</td><td>87%</td></tr></tbody></table>	Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)	BGS	89%	91%	92%	92%	89%	DACSO	76%	74%	88%	88%	87%	APPSO	80%	67%	86%	82%	85%	Average	78%	77%	88%	88%	87%	AEST 17/18 target: ≥ 85% AEST 18/19 target: ≥ 85% AEST: BGS: Achieved DACSO: Achieved APPSO: Achieved	<div><div></div><div></div><div></div><div></div><div></div></div> <div></div>			
Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)																															
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APPSO	80%	67%	86%	82%	85%																															
Average	78%	77%	88%	88%	87%																															
* In 2015, the DACSO and APPSO question wording changed and rating scale changed from 5- to 4-points.	<table><thead><tr><th>2017 Skill Breakdown</th><th>BGS</th><th>DACSO</th><th>APPSO</th></tr></thead><tbody><tr><td>Written communication</td><td>87%</td><td>86%</td><td>74%</td></tr><tr><td>Oral communication</td><td>89%</td><td>87%</td><td>74%</td></tr><tr><td>Group collaboration</td><td>89%</td><td>87%</td><td>89%</td></tr><tr><td>Critical analysis</td><td>95%</td><td>91%</td><td>89%</td></tr><tr><td>Problem resolution</td><td>86%</td><td>88%</td><td>86%</td></tr><tr><td>Learn on your own</td><td>92%</td><td>89%</td><td>87%</td></tr><tr><td>Reading and comprehension</td><td>90%</td><td>92%</td><td>86%</td></tr></tbody></table>			2017 Skill Breakdown	BGS	DACSO	APPSO	Written communication	87%	86%	74%	Oral communication	89%	87%	74%	Group collaboration	89%	87%	89%	Critical analysis	95%	91%	89%	Problem resolution	86%	88%	86%	Learn on your own	92%	89%	87%	Reading and comprehension	90%	92%	86%	
2017 Skill Breakdown	BGS	DACSO	APPSO																																	
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Critical analysis	95%	91%	89%																																	
Problem resolution	86%	88%	86%																																	
Learn on your own	92%	89%	87%																																	
Reading and comprehension	90%	92%	86%																																	

Measures of Graduate Success	Performance	Target	Progress
AEST 5. Proportion of former students who reported satisfaction with the usefulness of the knowledge and skills acquired at KPU in performing their jobs (Source: BCSOS)	<p>Year Cohort 2013 (11/12) 2014 (12/13) 2015 (13/14) 2016 (14/15) 2017 (15/16)</p>	AEST 17/18 target: $\geq 90\%$ AEST 18/19 target: $\geq 90\%$ AEST: BGS: Achieved DACSO: Substantially Achieved APPSO: Achieved	
Measures of Citizenship & Internationalization	Performance	Target	Progress
6. Proportion of students who reported having discussions with diverse others during their educational experiences at KPU (Source: NSSE)	<p>2014 2016</p>	\geq Average for Canadian Teaching Institutions (69% for 1st year students; 69% for 4th year students)	
7. Proportion of students who reported exposure to societal problems during their educational experiences at KPU (Source: NSSE)	<p>2014 2016</p>	\geq Average for Canadian Teaching Institutions' (55% for 1st years; 66% for 4th years)	
8. Number of students taking part in formal exchanges and international learning experiences	<p>AY12/13 AY13/14 AY14/15 AY15/16 AY16/17</p>	> growth over previous year	
9. Internationalization Plan Implementation	Implementation of the Internationalization Plan has included development of field school guidelines, field school surveys, international co-op opportunities, new international experiential learning opportunities for students and faculty members. Implementation will be ongoing, but the last major milestone to achieve is the development of the Global Competencies Recognition (see #10).	Implementation complete by end of June 2017	
10. Proportion of students eligible for the Global Competencies Recognition	KPU's Global Competencies initiative will launch in Fall 2018 with the following four one-credit courses: Global Awareness, Global Perspectives, Global Engagement, and Global Language and Culture. Students will document their coursework with an e-portfolio and will receive credit on their transcript for each course they complete. Once all four courses have been completed, the student will receive a certificate of recognition for Global Competency.	Growth year over year	

Quality: Engaged Learners

Measures of Retention and Completion	Performance	Target	Progress												
11. Percent retained or graduated from year 1 to year 2 for baccalaureate programs *After 2014, most students admitted as undeclared - cannot assess by credential.	<table><tr><th>Cohort</th><th>2010 Cohort</th><th>2011 Cohort</th><th>2012 Cohort</th><th>2013 Cohort</th><th>2014 Cohort</th></tr><tr><td>Rate (%)</td><td>75%</td><td>73%</td><td>78%</td><td>78%</td><td>78%</td></tr></table>	Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	Rate (%)	75%	73%	78%	78%	78%	> average previous 2 years (78%)	
Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort										
Rate (%)	75%	73%	78%	78%	78%										
12. Percent retained or graduated from year 1 to year 2 for associate degree programs *After 2014, most students admitted as undeclared - cannot assess by credential.	<table><tr><th>Cohort</th><th>2010 Cohort</th><th>2011 Cohort</th><th>2012 Cohort</th><th>2013 Cohort</th><th>2014 Cohort</th></tr><tr><td>Rate (%)</td><td>65%</td><td>63%</td><td>68%</td><td>67%</td><td>67%</td></tr></table>	Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	Rate (%)	65%	63%	68%	67%	67%	> average previous 2 years (67%)	
Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort										
Rate (%)	65%	63%	68%	67%	67%										
13. Percent retained or graduated from year 1 to year 2 for diploma programs *After 2014, most students admitted as undeclared - cannot assess by credential.	<table><tr><th>Cohort</th><th>2010 Cohort</th><th>2011 Cohort</th><th>2012 Cohort</th><th>2013 Cohort</th><th>2014 Cohort</th></tr><tr><td>Rate (%)</td><td>68%</td><td>69%</td><td>70%</td><td>77%</td><td>75%</td></tr></table>	Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	Rate (%)	68%	69%	70%	77%	75%	> average previous 2 years (74%)	
Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort										
Rate (%)	68%	69%	70%	77%	75%										
AEST 14. Number of credentials awarded by KPU each year* *Average of most recent 3 fiscal years (FY2015 is average of FY2012 to FY2014)	<table><tr><th>Fiscal Year</th><th>FY13/14</th><th>FY14/15</th><th>FY15/16</th><th>FY16/17</th><th>FY17/18</th></tr><tr><td>Count</td><td>2,251</td><td>2,290</td><td>2,451</td><td>2,684</td><td>2,475</td></tr></table>	Fiscal Year	FY13/14	FY14/15	FY15/16	FY16/17	FY17/18	Count	2,251	2,290	2,451	2,684	2,475	AEST 17/18 Target: 2,323 AEST: Achieved	
Fiscal Year	FY13/14	FY14/15	FY15/16	FY16/17	FY17/18										
Count	2,251	2,290	2,451	2,684	2,475										
Measures of Learner Engagement	Performance	Target	Progress												
15. Proportion of students who participated in High Impact Practices (such as participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, or culminating senior experience) while at KPU (Source: NSSE)	<table><tr><th>Year</th><th>1st yr</th><th>4th yr</th></tr><tr><td>2014</td><td>34% (1 HIP), 6% (2+ HIPs)</td><td>30% (1 HIP), 48% (2+ HIPs)</td></tr><tr><td>2016</td><td>34% (1 HIP), 8% (2+ HIPs)</td><td>40% (1 HIP), 37% (2+ HIPs)</td></tr></table>	Year	1st yr	4th yr	2014	34% (1 HIP), 6% (2+ HIPs)	30% (1 HIP), 48% (2+ HIPs)	2016	34% (1 HIP), 8% (2+ HIPs)	40% (1 HIP), 37% (2+ HIPs)	≥ Average for Canadian Teaching Institutions (1st year students: 42% for 1 HIP and 8% for 2+ HIPs; 4th year students: 27% for 1 HIP and 56% for 2+ HIPs)				
Year	1st yr	4th yr													
2014	34% (1 HIP), 6% (2+ HIPs)	30% (1 HIP), 48% (2+ HIPs)													
2016	34% (1 HIP), 8% (2+ HIPs)	40% (1 HIP), 37% (2+ HIPs)													
16. Retention Plan	The retention plan is embedded in Students Services’ operational plan. The Mission of KPU Student Services is to empower students to learn, connect and thrive. Strategies include enhancing student orientation to help students connect, including adopting First-Year Fridays to improve the engagement and retention of first-year students; implement tools to help students map out their program requirements to ensure they achieve their learning goals; and expand activities under the Healthy University Initiative to help students thrive.	Plan in place by 2018													

Quality: Effective Organization																		
Measures of Management Effectiveness and Quality Assurance	Performance	Target	Progress															
17. Number of program reviews completed	<table><tr><td>AY13/14</td><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td><td>AY17/18</td></tr><tr><td>3</td><td>3</td><td>2</td><td>4</td><td>7</td></tr></table>	AY13/14	AY14/15	AY15/16	AY16/17	AY17/18	3	3	2	4	7	Average of most recent three years > 9						
AY13/14	AY14/15	AY15/16	AY16/17	AY17/18														
3	3	2	4	7														
18. Development of plans identified in VISION 2018	<p>> The Academic Plan was completed in Spring 2014. Implementation is underway.</p> <p>> The Strategic Enrolment Management Plan 2015-18 Phase I was approved in June 2015. Work on the Marketing Plan and Phase II plan underway.</p>	Completion of all plans by Spring 2015																
19. Successful development of service unit plans that align with VISION 2018	<p>> The IT strategic plan approved March 2017.</p> <p>> The Facilities strategic plan is under development</p> <p>> The IAP strategic plan is in the planning phase.</p> <p>> The HR strategic plan approved in 2017.</p>	Plans in place by 2018																
20. Survey of governance effectiveness at KPU (Board and Senate)	Governance effectiveness surveys were conducted for both Senate and Board in 2017. These provide a baseline upon which to compare future performance. Action plans have been developed to make improvements. Follow-up surveys will be conducted every two years.	Process in place by 2018																
Measures of Efficiency	Performance	Target	Progress															
21. Proportion of education activity, as measured by FTEs, occurring between May and August	<table><tr><td>AY12/13</td><td>AY13/14</td><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td></tr><tr><td>16.3%</td><td>16.2%</td><td>17.5%</td><td>18.9%</td><td>20.1%</td></tr></table>	AY12/13	AY13/14	AY14/15	AY15/16	AY16/17	16.3%	16.2%	17.5%	18.9%	20.1%	Greater than average of last 2 years (18.2%)						
AY12/13	AY13/14	AY14/15	AY15/16	AY16/17														
16.3%	16.2%	17.5%	18.9%	20.1%														
22. Credentials awarded by learner FTE	<table><tr><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr><tr><td>0.23</td><td>0.24</td><td>0.26</td><td>0.29</td><td>0.27</td></tr></table>	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	0.23	0.24	0.26	0.29	0.27	≥ average of all TIUs for FY16/17 (.31)						
FY12/13	FY13/14	FY14/15	FY15/16	FY16/17														
0.23	0.24	0.26	0.29	0.27														
23. Overall seat-fill rate: % of seats offered that were filled	<table><tr><td>AY12/13</td><td>AY13/14</td><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td></tr><tr><td>87.0%</td><td>86.4%</td><td>85.8%</td><td>84.2%</td><td>84.4%</td></tr></table>	AY12/13	AY13/14	AY14/15	AY15/16	AY16/17	87.0%	86.4%	85.8%	84.2%	84.4%	≥ average previous 2 years (85%)						
AY12/13	AY13/14	AY14/15	AY15/16	AY16/17														
87.0%	86.4%	85.8%	84.2%	84.4%														
Measures of Sustainability	Performance	Target	Progress															
24. Greenhouse gas emissions	<table><tr><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr><tr><td>2545</td><td>2382</td><td>2199</td><td>2275</td><td>2599</td></tr><tr><td>25.95</td><td>24.29</td><td>22.33</td><td>23.11</td><td>26.40</td></tr></table>	2013	2014	2015	2016	2017	2545	2382	2199	2275	2599	25.95	24.29	22.33	23.11	26.40	By 2016, 18% reduction from 2007 baseline (2,710 tCO2e)	
2013	2014	2015	2016	2017														
2545	2382	2199	2275	2599														
25.95	24.29	22.33	23.11	26.40														
25. Energy density level	<table><tr><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr><tr><td>0.88</td><td>0.86</td><td>0.82</td><td>0.80</td><td>0.91</td></tr></table>	2013	2014	2015	2016	2017	0.88	0.86	0.82	0.80	0.91	Maintain at or below 0.85 eGK/m2						
2013	2014	2015	2016	2017														
0.88	0.86	0.82	0.80	0.91														

Measures of Sustainability	Performance	Target	Progress
26. STARS score on how well KPU diverts waste and conserves resources through recycling, reuse, and composting	<div><div>1.071.121.081.25</div><div>June 2015June 2016June 2017June 2018</div></div>	Maximum score is 3	<div><div></div><div></div><div></div><div></div><div></div></div>
27. STARS score on how well KPU promotes campus life that reflects sustainability and the informal engagement of students	<div><div>1.501.751.751.75</div><div>June 2015June 2016June 2017June 2018</div></div>	Maximum score is 2	<div><div></div><div></div><div></div><div></div><div></div></div>
28. STARS score on how well KPU is institutionalizing sustainability by dedicating resources, planning for future projects and engaging the whole community in these processes	<div><div>1.52.02.02.5</div><div>June 2015June 2016June 2017June 2018</div></div>	Maximum score is 4	<div><div></div><div></div><div></div><div></div><div></div></div>
Measures of Financial Health	Performance	Target	Progress
29. Deferred maintenance: ratio of deferred maintenance dollars required compared to the cost to replace the buildings based on international standards	<div><div>29.0%28.8%33.9%38.8%42.0%</div><div>April 2014June 2015June 2016June 2017June 2018</div></div>	< 20% (Proactive Management) (under consideration by AEST)	<div><div></div><div></div><div></div><div></div><div></div></div>
30. Annual change in operating expenses per overall learner FTE	<div><div>3.2%1.7%3.6%1.6%-2.0%</div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	rate of increase in expenses within inflation rate (2.3% for 2018)	<div><div></div><div></div><div></div><div></div><div></div></div>
31. Revenue minus expenses (in '000s)	<div><div>711,8821,4071,81513,284</div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	> 0	<div><div></div><div></div><div></div><div></div><div></div></div>
32. Ancillary revenue minus ancillary operating expenses	<div><div>1,5681,1751,4028651,054</div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	> previous year	<div><div></div><div></div><div></div><div></div><div></div></div>
33. International tuition revenue as % of all non-governmental revenue	<div><div>23%26%27%31%43%</div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	no target	<div><div></div><div></div><div></div><div></div><div></div></div>
34. Cash donations to KPU for capital expansions and special projects (in '000s)	<div><div>\$2,829\$3,948\$154\$3,305\$4,093</div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	> previous year	<div><div></div><div></div><div></div><div></div><div></div></div>

Measures of Employee Engagement	Performance	Target	Progress																														
35. Proportion of employees who reported intrinsic job satisfaction, which includes: skills and abilities well used, strong feelings of accomplishment, creativity encouraged, and opinions seem to count (Source: EES)	<table><tr><th>Year</th><th>2009</th><th>2011</th><th>2013</th><th>2015</th><th>2017</th></tr><tr><td>Percentage</td><td>70%</td><td>66%</td><td>64%</td><td>67%</td><td>70%</td></tr></table>	Year	2009	2011	2013	2015	2017	Percentage	70%	66%	64%	67%	70%	> last survey's ratings (67%)																			
Year	2009	2011	2013	2015	2017																												
Percentage	70%	66%	64%	67%	70%																												
36. Proportion of employees who reported a sense of commitment to KPU (would recommend KPU as a good place to work; feel that KPU is committed to its employees; and would continue working at KPU even if there was a favourable alternative) (Source: EES)	<table><tr><th>Year</th><th>2009</th><th>2011</th><th>2013</th><th>2015</th><th>2017</th></tr><tr><td>KPU committed</td><td>54%</td><td>53%</td><td>54%</td><td>50%</td><td>47%</td></tr><tr><td>Recommend KPU</td><td>74%</td><td>68%</td><td>69%</td><td>63%</td><td>59%</td></tr><tr><td>Continue at KPU</td><td>51%</td><td>44%</td><td>44%</td><td>42%</td><td>39%</td></tr></table>	Year	2009	2011	2013	2015	2017	KPU committed	54%	53%	54%	50%	47%	Recommend KPU	74%	68%	69%	63%	59%	Continue at KPU	51%	44%	44%	42%	39%	> last survey's ratings (63% for recommend KPU, 50% for KPU committed, and 42% for continue at KPU)							
Year	2009	2011	2013	2015	2017																												
KPU committed	54%	53%	54%	50%	47%																												
Recommend KPU	74%	68%	69%	63%	59%																												
Continue at KPU	51%	44%	44%	42%	39%																												
Reputation: Recognized Teaching and Scholarship																																	
Measures of Teaching Quality	Performance	Target	Progress																														
AEST 37. Proportion of former students who reported satisfaction with their education (Source: BCSOS)	<table><tr><th>Year Cohort</th><th>2013 (11/12)</th><th>2014 (12/13)</th><th>2015 (13/14)</th><th>2016 (14/15)</th><th>2017 (15/16)</th></tr><tr><td>BGS</td><td>95%</td><td>95%</td><td>96%</td><td>95%</td><td>93%</td></tr><tr><td>DACSO</td><td>92%</td><td>91%</td><td>94%</td><td>91%</td><td>92%</td></tr><tr><td>APPSO</td><td>91%</td><td>88%</td><td>93%</td><td>85%</td><td>91%</td></tr><tr><td>Average</td><td>92%</td><td>91%</td><td>93%</td><td>90%</td><td>91%</td></tr></table>	Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)	BGS	95%	95%	96%	95%	93%	DACSO	92%	91%	94%	91%	92%	APPSO	91%	88%	93%	85%	91%	Average	92%	91%	93%	90%	91%	AEST 17/18 target ≥ 90% AEST 18/19 target ≥ 90% AEST: BGS: Achieved DACSO: Achieved APPSO: Achieved	
Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)																												
BGS	95%	95%	96%	95%	93%																												
DACSO	92%	91%	94%	91%	92%																												
APPSO	91%	88%	93%	85%	91%																												
Average	92%	91%	93%	90%	91%																												
AEST 38. Proportion of former students who assessed their quality of instruction positively (Source: BCSOS)	<table><tr><th>Year Cohort</th><th>2013 (11/12)</th><th>2014 (12/13)</th><th>2015 (13/14)</th><th>2016 (14/15)</th><th>2017 (15/16)</th></tr><tr><td>BGS</td><td>96%</td><td>96%</td><td>96%</td><td>95%</td><td>94%</td></tr><tr><td>DACSO</td><td>95%</td><td>94%</td><td>95%</td><td>94%</td><td>93%</td></tr><tr><td>APPSO</td><td>95%</td><td>93%</td><td>92%</td><td>91%</td><td>93%</td></tr><tr><td>Average</td><td>95%</td><td>94%</td><td>93%</td><td>92%</td><td>93%</td></tr></table>	Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)	BGS	96%	96%	96%	95%	94%	DACSO	95%	94%	95%	94%	93%	APPSO	95%	93%	92%	91%	93%	Average	95%	94%	93%	92%	93%	AEST 17/18 target ≥ 90% AEST 18/19 target ≥ 90% AEST: BGS: Achieved DACSO: Achieved APPSO: Achieved	
Year Cohort	2013 (11/12)	2014 (12/13)	2015 (13/14)	2016 (14/15)	2017 (15/16)																												
BGS	96%	96%	96%	95%	94%																												
DACSO	95%	94%	95%	94%	93%																												
APPSO	95%	93%	92%	91%	93%																												
Average	95%	94%	93%	92%	93%																												

Measures of Teaching Quality	Performance	Target	Progress										
39. Teaching and Learning Plan	KPU’s Teaching, Learning and Scholarship Strategy and Action Plan was approved in November 2017. The 5-year plan (2018 – 2023) outlines three goals: 1. To advance KPU educators’ abilities to design and offer learning environments for our diverse range of students and employing opportunities afforded to learning today; 2. Support the design and delivery more creative, experiential opportunities and distinctive programs; 3. Foster a stronger culture and communities around teaching, learning and scholarship. To achieve these goals four pillars were identified: Diversity, Quality, Connection and Distinctiveness. These in turn influence activities for educators, students, learning environments and infrastructure/innovation. See: https://bit.ly/2lkYf1i	Plan in place by 2018											
Measures of Scholarly Activity	Performance	Target	Progress										
40. Research Plan	The Research and Scholarship Plan was approved in the Spring 2015.	Plan in place by 2018											
41. Dollars received for sponsored research (in '000s)	<table><tr><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td><td>FY17/18</td></tr><tr><td>\$1,134</td><td>\$993</td><td>\$874</td><td>\$896</td><td>\$1,421</td></tr></table>	FY13/14	FY14/15	FY15/16	FY16/17	FY17/18	\$1,134	\$993	\$874	\$896	\$1,421	≥ average previous 2 years (\$885)	
FY13/14	FY14/15	FY15/16	FY16/17	FY17/18									
\$1,134	\$993	\$874	\$896	\$1,421									
42. Number of research agreements with community partners	<table><tr><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td><td>FY17/18</td></tr><tr><td>4</td><td>7</td><td>21</td><td>11</td></tr></table>	FY14/15	FY15/16	FY16/17	FY17/18	4	7	21	11	> previous year			
FY14/15	FY15/16	FY16/17	FY17/18										
4	7	21	11										
43. Number of TRI-Council proposals submitted	<table><tr><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td><td>FY17/18</td></tr><tr><td>16</td><td>20</td><td>10</td><td>20</td></tr></table>	FY14/15	FY15/16	FY16/17	FY17/18	16	20	10	20	> previous year			
FY14/15	FY15/16	FY16/17	FY17/18										
16	20	10	20										
44. Disseminate KPU’s scholarly works through KORA*: number of full text works added *KPU’s repository for free online access to scholarly and creative materials by the KPU community, launched Nov 2014	<table><tr><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td></tr><tr><td>54</td><td>44</td><td>9</td></tr></table>	AY14/15	AY15/16	AY16/17	54	44	9	> previous year					
AY14/15	AY15/16	AY16/17											
54	44	9											
45. Disseminate KPU’s scholarly works through KORA: number of full-text downloads	<table><tr><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td></tr><tr><td>2,734</td><td>6,113</td><td>2,854</td></tr></table>	AY14/15	AY15/16	AY16/17	2,734	6,113	2,854	> previous year					
AY14/15	AY15/16	AY16/17											
2,734	6,113	2,854											

Reputation: Unique Identity

Measures of Unique Identity	Performance	Target	Progress															
46. Proportion of employees who agree that KPU has a good reputation in its community (Source: EES)	<table><tr><th>Year</th><th>2009</th><th>2011</th><th>2013</th><th>2015</th><th>2017</th></tr><tr><td>Proportion (%)</td><td>58%</td><td>50%</td><td>47%</td><td>39%</td><td>48%</td></tr></table>	Year	2009	2011	2013	2015	2017	Proportion (%)	58%	50%	47%	39%	48%	> previous rating				
Year	2009	2011	2013	2015	2017													
Proportion (%)	58%	50%	47%	39%	48%													
47. Proportion of employees who agree that there is a clear vision for KPU's future (Source: EES)	<table><tr><th>Year</th><th>2009</th><th>2011</th><th>2013</th><th>2015</th><th>2017</th></tr><tr><td>Proportion (%)</td><td>48%</td><td>42%</td><td>46%</td><td>44%</td><td>48%</td></tr></table>	Year	2009	2011	2013	2015	2017	Proportion (%)	48%	42%	46%	44%	48%	> previous rating				
Year	2009	2011	2013	2015	2017													
Proportion (%)	48%	42%	46%	44%	48%													
48. Proportion of the community who agree or strongly agree that KPU: - offers hands-on approach to education; - provides career-focused learning; - offers students opportunities to be involved in the community (Source: CPS)	<table><tr><th>Year</th><th>2014</th><th>2018</th></tr><tr><td>Proportion (%)</td><td>51%</td><td>59%</td></tr></table>	Year	2014	2018	Proportion (%)	51%	59%	≥ 2014 survey's rating										
Year	2014	2018																
Proportion (%)	51%	59%																
49. Number of press releases celebrating KPU's achievements and the success of its students and graduates	<table><tr><th>Year</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th></tr><tr><td>Number</td><td>128</td><td>148</td><td>143</td><td>114</td></tr></table>	Year	2014	2015	2016	2017	Number	128	148	143	114	> previous year						
Year	2014	2015	2016	2017														
Number	128	148	143	114														
50. Number of mentions of KPU in the media, and % mentions that are positive	<table><tr><th>Year</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th></tr><tr><td>Number of mentions</td><td>1,904</td><td>2,348</td><td>4,167</td><td>5,274</td></tr><tr><td>% positive</td><td>87%</td><td>97%</td><td>99.5%</td><td>99.5%</td></tr></table>	Year	2014	2015	2016	2017	Number of mentions	1,904	2,348	4,167	5,274	% positive	87%	97%	99.5%	99.5%	> previous year	
Year	2014	2015	2016	2017														
Number of mentions	1,904	2,348	4,167	5,274														
% positive	87%	97%	99.5%	99.5%														

Reputation: Continuing and Professional Education

Measures of Continuing Education	Performance	Target	Progress
51. Headcount in continuing education and professional studies	<div><div>1,8261,9652,1972,7412,624</div><div></div><div>AY12/13AY13/14AY14/15AY15/16AY16/17</div></div>	≥ 10% increase year over year	<div><div></div><div></div><div></div><div></div><div></div></div>

Relevance: Community Engagement

Measures of Awareness	Performance	Target	Progress								
52. Number of high school students that attended awareness events at KPU	<table><tr><td>1,298</td><td>1,579</td><td>1,624</td><td>2,613</td></tr><tr><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr></table>	1,298	1,579	1,624	2,613	2014	2015	2016	2017	at least 20% more than previous year	
1,298	1,579	1,624	2,613								
2014	2015	2016	2017								
53. Number of high school students seen at KPU Outreach Activities	<table><tr><td>21,274</td><td>25,420</td><td>31,397</td><td>36,555</td></tr><tr><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr></table>	21,274	25,420	31,397	36,555	2014	2015	2016	2017	at least 15% more than previous year	
21,274	25,420	31,397	36,555								
2014	2015	2016	2017								

Measures of Awareness	Performance	Target	Progress										
54. Number of high school personnel (counsellors/teachers) attending recruitment outreach events at KPU	<table><tr><td>209</td><td>255</td><td>302</td><td>236</td></tr><tr><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr></table>	209	255	302	236	2014	2015	2016	2017	at least 20% more than previous year			
209	255	302	236										
2014	2015	2016	2017										
55. Web traffic: the number of clicks on the 'Apply Now' link on the kpu.ca website	<table><tr><td>27,564</td><td>30,973</td><td>56,338</td></tr><tr><td>2015</td><td>2016</td><td>2017</td></tr></table>	27,564	30,973	56,338	2015	2016	2017	> previous year					
27,564	30,973	56,338											
2015	2016	2017											
56. The number of people creating a profile through the Future Students Portal on the kpu.ca website.	<table><tr><td>168</td><td>1,423</td><td>1,438</td></tr><tr><td>2015</td><td>2016</td><td>2017</td></tr></table>	168	1,423	1,438	2015	2016	2017	> previous year					
168	1,423	1,438											
2015	2016	2017											
57. Proportion of the community who identified KPU (by current or former name) first when asked to name universities and colleges in their area (Source: CPS)	<table><tr><td>16%</td><td>27%</td></tr><tr><td>2014</td><td>2018</td></tr></table>	16%	27%	2014	2018	% double 2014 survey's rating by 2018 (32%)							
16%	27%												
2014	2018												
58. Proportion of the community who are familiar (very+somewhat) with KPU (by any name) (Source: CPS)	<table><tr><td>55%</td><td>62%</td></tr><tr><td>2014</td><td>2018</td></tr></table>	55%	62%	2014	2018	% double 2014 survey's rating by 2018 (100%)							
55%	62%												
2014	2018												
Measures of Reputation	Performance	Target	Progress										
59. Proportion of the community who identify the quality and breadth of KPU's programs among its strengths (Source: CPS)	<table><tr><td>21%</td><td>31%</td></tr><tr><td>2014</td><td>2018</td></tr></table>	21%	31%	2014	2018	% double 2014 survey's rating by 2018 (42%)							
21%	31%												
2014	2018												
60. Proportion of the community who would consider attending KPU, or would consider KPU for their children (Source: CPS)	<table><tr><td>43%</td><td>36%</td><td>25%</td><td>56%</td></tr><tr><td>2014</td><td>2018</td></tr></table>	43%	36%	25%	56%	2014	2018	% double 2014 survey's rating (86% for attend themselves and 72% for their children)					
43%	36%	25%	56%										
2014	2018												
Measures of Community Engagement	Performance	Target	Progress										
61. Number of people/organizations* donating to KPU *excludes employee payroll giving and sponsorship	<table><tr><td>1,001</td><td>654</td><td>705</td><td>660</td><td>632</td></tr><tr><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td><td>FY17/18</td></tr></table>	1,001	654	705	660	632	FY13/14	FY14/15	FY15/16	FY16/17	FY17/18	> average previous 2 years (683)	
1,001	654	705	660	632									
FY13/14	FY14/15	FY15/16	FY16/17	FY17/18									
62. Number of people attending TALK (Third Age Learning) courses, a participatory learning experience open to people aged 50 and above	<table><tr><td>375</td><td>389</td><td>376</td><td>369</td><td>375</td></tr><tr><td>AY12/13</td><td>AY13/14</td><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td></tr></table>	375	389	376	369	375	AY12/13	AY13/14	AY14/15	AY15/16	AY16/17	> average of previous 2 years (373)	
375	389	376	369	375									
AY12/13	AY13/14	AY14/15	AY15/16	AY16/17									

Measures of Community Engagement	Performance	Target	Progress
63. Number of public events hosted by KPU	<div><div>100111134</div><div></div><div>201520162017</div></div>	> average of previous 2 years	<div><div></div><div></div><div></div><div></div><div></div></div>
64. Number of external events in the Lower Mainland attended by KPU employees	<div><div>300268325</div><div></div><div>201520162017</div></div>	> average of previous 2 years	<div><div></div><div></div><div></div><div></div><div></div></div>
65. Number of awards or appointments with regional impact received by KPU employees and students	<div><div>30109119</div><div></div><div>201520162017</div></div>	> average of previous 2 years	<div><div></div><div></div><div></div><div></div><div></div></div>
66. Proportion of programs with active external advisory committees	<div><div>43%54%38%</div><div></div><div>201620172018</div></div>	100% for 2018	<div><div></div><div></div><div></div><div></div><div></div></div>
Relevance: Expanded Educational Access			
Measures of Learner Growth	Performance	Target	Progress
67. Percent of FTE growth from previous year	<div><div>2.2%−1.6%−0.2%2.3%10.2%</div><div></div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	5% annual growth	<div><div></div><div></div><div></div><div></div><div></div></div>
68. Percent of Headcount growth from previous year	<div><div>0.3%−1.3%−0.7%1.3%10.7%</div><div></div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	5% annual growth	<div><div></div><div></div><div></div><div></div><div></div></div>
AEST 69. Number of domestic AEST-funded student FTEs	<div><div>9,3098,9358,9318,9328,670</div><div></div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	AEST 17/18 target ≥ 9,077 AEST 18/19 target ≥ 9,077 AEST: Substantially achieved	<div><div></div><div></div><div></div><div></div><div></div></div>
70. Number of International student FTEs	<div><div>1,1971,3621,4301,7453,019</div><div></div><div>FY13/14FY14/15FY15/16FY16/17FY17/18</div></div>	Yearly increase to meet government goal of 1,300 international FTEs by FY2015/16	<div><div></div><div></div><div></div><div></div><div></div></div>

Measures of Learner Growth	Performance	Target	Progress
ITA 71. Seat utilization (% of funded seats filled) and headcount for ITA-funded Foundation programs	<div><div>Headcount</div><div>Utilization</div><div><div>98%</div><div>97%</div><div>92%</div><div>97%</div><div>92%</div></div><div><div>392</div><div>479</div><div>426</div><div>443</div><div>414</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div></div>	ITA target ≥ 90.5% utilization	<div><div></div><div></div><div></div><div></div><div></div></div>
ITA 72. Seat utilization (% of funded seats filled) and headcount for ITA-funded Apprenticeship programs	<div><div>Headcount</div><div>Utilization</div><div><div>90%</div><div>83%</div><div>84%</div><div>85%</div><div>90%</div></div><div><div>795</div><div>713</div><div>747</div><div>723</div><div>899</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div></div>	ITA target ≥ 85% utilization	<div><div></div><div></div><div></div><div></div><div></div></div>
AEST 73. Number of Nursing and other Allied Health student FTEs	<div><div></div><div><div>665</div><div>764</div><div>705</div><div>705</div><div>885</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div></div>	AEST 17/18 target ≥ 716 AEST 18/19 target: TBI AEST: Exceeded	<div><div></div><div></div><div></div><div></div><div></div></div>
AEST 74. Number of student FTEs in ABE, ESL, and ASE developmental programs	<div><div></div><div><div>762</div><div>570</div><div>526</div><div>466</div><div>486</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div></div>	AEST 17/18 target ≥ 968 AEST 18/19 target: TBI AEST: Not achieved	<div><div></div><div></div><div></div><div></div><div></div></div>
AEST 75. Number of Aboriginal student FTEs	<div><div></div><div><div>370</div><div>318</div><div>307</div><div>370</div><div>420</div></div><div><div>253</div><div>241</div><div>233</div><div>290</div><div>362</div></div><div><div>118</div><div>77</div><div>73</div><div>80</div><div>58</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div><div>Total</div><div>AVED</div><div>ITA</div></div>	Aboriginal FTEs as % of total domestic FTEs (4.2%) > previous year (4.1%) AEST: Achieved	<div><div></div><div></div><div></div><div></div><div></div></div>
76. Number and percent of student population that is Aboriginal	<div><div>Headcount</div><div>Percent</div><div><div>568</div><div>539</div><div>545</div><div>622</div><div>621</div></div><div><div>3.1%</div><div>3.1%</div><div>3.1%</div><div>3.7%</div><div>3.7%</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div></div>	≥ previous year	<div><div></div><div></div><div></div><div></div><div></div></div>
Relevance: Blending Theory and Practice			
Measures of Experiential Learning	Performance	Target	Progress
77. Number of work related and experiential learning experiences	<div><div></div><div><div>6,429</div><div>7,851</div><div>9,540</div><div>10,254</div><div>11,103</div></div><div><div>FY13/14</div><div>FY14/15</div><div>FY15/16</div><div>FY16/17</div><div>FY17/18</div></div></div>	> than previous year	<div><div></div><div></div><div></div><div></div><div></div></div>

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Appendix A: Notes on Terms and Sources

BGS: Baccalaureate Graduate Survey administered by BC Stats about 2 years after graduation

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

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

BCSOS: BC Student Outcomes Surveys—Results of above 3 surveys averaged together

Cohort: for above surveys, the year of graduation or program completion; Year is the year the survey was conducted

NSSE: National Survey of Student Engagement, of 1st and 4th year students, conducted by NSSE every 2 years

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every 2 years

EES: Employee Engagement Survey of all KPU employees, conducted every 2 years

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

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

TIU: Teaching Intensive University (KPU, and 5 others)

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

FTE: Full-time equivalent: For students, FTE equates to number taking a full load of 5 courses per term for 2 terms

AY: Academic Year (Sept 1 to Aug 31)

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

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

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Appendix B: Financial Statement

See the Audited Financial Statement on the following pages.

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2018

MANAGEMENT'S STATEMENT OF RESPONSIBILITY

To the Board of Governors of Kwantlen Polytechnic University

Management is responsible for the preparation and presentation of the accompanying financial statements, including responsibility for significant accounting judgments and estimates in compliance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which objective judgment is required.

In discharging its responsibilities for the integrity and fairness of the financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that transactions are authorized, assets are safeguarded and financial records are properly maintained to provide reliable information for the preparation of the financial statements.

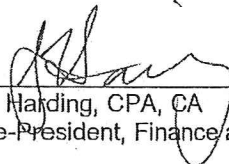
The Board of Governors (the "Board") and the Finance and Audit Committee (the "Committee") are composed primarily of those who are neither management nor employees of the University. The Board is responsible for overseeing management in the performance of its financial reporting responsibilities and for approving the financial statements. The Committee has the responsibility of meeting with management and external auditors to discuss the financial reporting process, auditing matters, financial reporting issues, and recommends approval of the financial statements to the Board. The Committee is also responsible for recommending the appointment of the University's external auditor.

KPMG LLP, an independent firm of Chartered Professional Accountants, is appointed by the Board to audit the financial statements and report directly to them through the Committee. The external auditor has full and free access to, and meets periodically and separately with, both the Committee and management to discuss their audit findings.

On behalf of Kwantlen Polytechnic University



Dr. Alan Davis
President and Vice-Chancellor



Jon Harding, CPA, CA
Vice-President, Finance and Administration



KPMG LLP
3rd Floor 8506 200th Street
Langley BC V2Y 0M1
Canada
Telephone (604) 455-4000
Fax (604) 881-4988

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Kwantlen Polytechnic University, and
To the Minister of Advanced Education, Skills & Training, Province of British Columbia

We have audited the accompanying financial statements of Kwantlen Polytechnic University, which comprise the statement of financial position as at March 31, 2018, statements of operations, changes in net debt, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements of Kwantlen Polytechnic University as at March 31, 2018 and for the year then ended are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 2(a) to the financial statements, which describes the basis of accounting and the significant differences between such basis of accounting and Canadian public sector accounting standards.

KPMG LLP

Chartered Professional Accountants

May 23, 2018
Langley, Canada

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position

(in thousands of dollars)

As at March 31, 2018, with comparative information for 2017

		2018	2017
Financial assets			
Cash and cash equivalents	(Note 3)	\$ 36,763	\$ 22,769
Accounts receivable	(Note 4)	8,227	5,414
Inventories for resale		620	439
Investments	(Note 5)	37,700	38,098
		83,310	66,720
Liabilities			
Accounts payable and accrued liabilities	(Note 6)	37,676	23,648
Deferred revenue		20,177	12,210
Deferred contributions	(Note 8)	3,799	3,734
Deferred capital contributions	(Note 9)	159,104	139,894
Obligations under capital lease	(Note 10)	433	707
		221,189	180,193
Net debt		(137,879)	(113,473)
Non-financial assets			
Tangible capital assets	(Note 11)	225,933	188,268
Endowment investments	(Note 5)	2,817	2,817
Prepaid expenses and deposits		4,358	5,102
		233,108	196,187
Accumulated surplus		\$ 95,229	\$ 82,714
Accumulated surplus is comprised of:			
Accumulated operating surplus		\$ 95,804	\$ 82,520
Accumulated remeasurement gains (losses)		(575)	194
		\$ 95,229	\$ 82,714

Employee future benefits (Note 7)
 Contractual obligations (Note 13)
 Commitments and contingent liabilities (Note 14)
 Related party transactions (Note 15)
 Contingent assets (Note 16)
 Contractual rights (Note 17)
 See accompanying notes to financial statements.

Approved on behalf of the Board:

Hanne Madsen
 Chair

Jon Harding, CPA, CA
 Vice-President, Finance and Administration

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations

(in thousands of dollars)

Year ended March 31, 2018, with comparative information for 2017

		Budget	2018	2017
		(Note 2 (k))		
Revenue:				
Province of British Columbia grants	(Note 8)	\$ 75,830	\$ 75,599	\$ 73,223
Other grants	(Note 8)	622	1,584	1,102
Tuition and student fees		76,901	92,996	70,926
Ancillary services		6,966	7,028	6,927
Other revenue		6,674	4,817	6,087
Amortization of deferred capital contributions	(Note 9)	6,357	6,229	5,461
		173,350	188,253	163,726
Expenses:	(Note 19)			
Instruction, research and support		167,866	169,052	155,892
Ancillary operations		5,470	5,917	6,019
		173,336	174,969	161,911
Annual surplus		14	13,284	1,815
Accumulated operating surplus, beginning of year		82,520	82,520	80,705
Accumulated operating surplus, end of year		\$ 82,534	\$ 95,804	\$ 82,520

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt

(in thousands of dollars)

Year ended March 31, 2018, with comparative information for 2017

	Budget (Note 2(k))	2018	2017
Annual surplus	\$ 14	\$ 13,284	\$ 1,815
Acquisition of tangible capital assets	-	(50,791)	(19,702)
Write-down of tangible capital assets	-	-	39
Amortization of tangible capital assets	13,458	13,126	11,773
	13,458	(37,665)	(7,890)
Net use of prepaid expenses and deposits	-	744	659
Net remeasurement losses	-	(769)	(427)
Change in net debt	13,472	(24,406)	(5,843)
Net debt, beginning of year	(113,473)	(113,473)	(107,630)
Net debt, end of year	\$ (100,001)	\$ (137,879)	\$ (113,473)

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows

(in thousands of dollars)

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 13,284	\$ 1,815
Items not involving cash:		
Amortization of tangible capital assets	13,126	11,773
Write-down of tangible capital assets	-	39
Amortization of deferred capital contributions	(6,229)	(5,461)
Change in non-cash operating working capital:		
Accounts receivable	(2,813)	256
Prepaid expenses and deposits	744	659
Inventories for resale	(181)	843
Accounts payable and accrued liabilities	14,028	(1,448)
Deferred revenue	7,967	772
Deferred contributions	65	536
Net change from operating activities	39,991	9,784
Capital activities:		
Cash used to acquire tangible capital assets	(50,718)	(19,652)
Net change from capital activities	(50,718)	(19,652)
Financing activities:		
Contributions received for tangible capital assets	25,439	15,493
Principal payments on capital lease obligations	(347)	(379)
Net change from financing activities	25,092	15,114
Investing activities:		
Decrease (increase) in investments	398	(1,274)
Net remeasurement losses	(769)	(427)
Net change from investing activities	(371)	(1,701)
Net change in cash and cash equivalents	13,994	3,545
Cash and cash equivalents, beginning of year	22,769	19,224
Cash and cash equivalents, end of year	\$ 36,763	\$ 22,769
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	\$ 73	\$ 50

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses

(in thousands of dollars)

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Accumulated remeasurement gains, beginning of year	\$ 194	\$ 621
Unrealized gains (losses) attributed to:		
Long-term bonds	(1,072)	(253)
Securities	(37)	(22)
Foreign currency translation	37	88
Amounts reclassified to the Statement of Operations:		
Long-term bonds	340	(136)
Foreign currency translation	(37)	(104)
Net remeasurement losses for the year	(769)	(427)
Accumulated remeasurement gains (losses), end of year	\$ (575)	\$ 194

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements
(in thousands of dollars)

Year ended March 31, 2018

1. Authority and purpose

Kwantlen Polytechnic University ("the University") operates under the authority of the University Act of British Columbia. The University is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The University is exempt from income taxes under section 149 of the Income Tax Act.

The University offers career, vocational, developmental and academic programs from its Richmond, Langley and two Surrey campuses located in southwestern British Columbia. The academic governance of the University is vested in the Senate.

2. Summary of significant accounting policies

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that are comprised of generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that are comprised of generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Government Organization Accounting Standards Regulation 257/2010 requires all taxpayer supported organizations in the schools, universities, colleges and hospitals sectors to adopt the Canadian Public Sector Accounting Standards ("PSAS") without any Public Sector 4200 elections, effective their first fiscal year commencing after January 1, 2012.

Government Organization Accounting Standards Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of the Canadian PSAS which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PSAS 3410. As a result, revenue recognized in the Statement of Operations and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

(in thousands of dollars)

Year ended March 31, 2018

2. Summary of significant accounting policies (continued)

(b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments

Financial instruments are classified into two categories: Fair value or cost.

(i) Fair value category: The University manages and reports performance for groups of financial assets on a fair-value basis. Cash and cash equivalents and investments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and related balances reversed from the Statement of Remeasurement Gains and Losses. Unrealized gains and losses on endowment investment assets, where earnings are restricted as to use, are recorded as deferred contributions and recognized in revenue when disposed and when the related expenses are incurred.

(ii) Cost category: Amounts receivable are measured at cost less any amount for valuation allowance. Valuation allowances are made when collection is in doubt.

(d) Inventories for resale

Inventories for resale, including new and used textbooks, course manuals, stationary, art supplies, clothing, crested and non-crested giftware are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated proceeds on sale less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.

(e) Contaminated sites

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- (i) An environmental standard exists;
- (ii) Contamination exceeds the environmental standard;
- (iii) The University is directly responsible or accepts responsibility;
- (iv) It is expected that future economic benefits will be given up; and
- (v) A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

2. Summary of significant accounting policies (continued)

(f) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The cost, less residual value, of the tangible capital assets, excluding land and landfill sites, are amortized on a straight-line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value. Work in progress is not amortized until the asset is available for productive use.

	Term
Buildings	40 years
Major site improvements	10 years
Major equipment	10 - 20 years
Library holdings	10 years
Technology infrastructure	8 years
Furniture and equipment	3 - 5 years
Leased capital assets	2 - 5 years

Tangible capital assets are written down when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as obligations under capital lease and are reflected as part of tangible capital assets in the financial statements. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

2. Summary of significant accounting policies (continued)

(g) Employee future benefits

The University and its employees make contributions to the College and Municipal pension plans which are multi-employer joint trustee pension plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the University to the plans are expensed as incurred.

The University's sick leave benefits do not vest or accumulate and related costs are expensed as incurred.

(h) Revenue recognition

Tuition and student fees, and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the University or the transfer of property is completed.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.
- (iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as endowment donations and as deferred contributions for any unspent restricted investment income earned thereon.

Investment income includes interest recorded on an accrual basis, dividends recorded as declared, and realized gains and losses on the sale of investments.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

2. Summary of significant accounting policies (continued)

(i) Use of estimates

The preparation of the financial statements requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the determination of useful lives of tangible capital assets for amortization and the amortization of related deferred capital contributions, accrued liabilities, valuation of accounts receivable, and provisions for contingencies. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(j) Foreign currency translation

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which are designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Statement of Financial Position date. Any gains or losses resulting from a change in rates between the transaction date and the settlement date or Statement of Financial Position date is recognized in the Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Statement of Remeasurement Gains and Losses and the exchange gains or losses in relation to the exchange rate at the date of the item's initial recognition is recognized in the Statement of Operations.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2017-2018 University Budget approved by the Board on March 29, 2017. The budget is reflected in the Statement of Operations and the Statement of Changes in Net Debt.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

3. Cash and cash equivalents

	2018	2017
Cash	\$ 31,575	\$ 18,071
Cash equivalents	5,188	4,698
	\$ 36,763	\$ 22,769

4. Accounts receivable

	2018	2017
Accounts receivable	\$ 9,268	\$ 7,528
Allowance for doubtful accounts	(1,041)	(2,114)
	\$ 8,227	\$ 5,414

5. Investments and endowment investments

Investments and endowment investments recorded at fair value are comprised of the following:

	2018	2017
Long term bonds	\$ 38,994	\$ 39,267
Securities	1,523	1,648
	40,517	40,915
Endowment investments	2,817	2,817
Investments	\$ 37,700	\$ 38,098

All fixed income securities held at March 31, 2018 mature at various dates to September 2077 (2017 – June 2108) and bear interest at rates varying from 1.100% – 6.310% (2017 – 0.950% – 9.976%).

Generally accepted accounting principles define the fair value of a financial instrument as the amount at which the instrument could be exchanged in a current transaction between willing parties. The University uses the following methods and assumptions to estimate the fair value of each class of financial instruments for which the carrying amounts are included in the Statement of Financial Position under the following captions:

- Cash and cash equivalents, accounts receivable, and accounts payables and accrued liabilities – the carrying amounts approximate fair value because of the short maturity of these instruments.
- Investments – the carrying amounts are shown at fair market value based on quoted prices (unadjusted) in active markets.

The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3: Inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The University's instruments are all considered to be level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year there were no significant transfers of securities between the different levels.

6. Accounts payable and accrued liabilities

	2018	2017
Accounts payable and accrued liabilities	\$ 24,547	\$ 10,807
Salaries and wages payable	2,791	3,246
Accrued vacation payable	10,338	9,595
	\$ 37,676	\$ 23,648

7. Employee future benefits

(a) Pension benefits:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The Boards of Trustees for these plans represent plan members and employers, and are responsible for the administering the pension plans, including investing assets and administering benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2017, the College Pension Plan has about 14,000 active members, and approximately 7,500 retired members. As at December 31, 2016, the Municipal Pension Plan has about 193,000 active members, including approximately 5,800 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015, indicated a \$67 million surplus for basic pension benefits on a going-concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2015, indicated a \$2,224 million funding surplus for basic pension benefits on a going-concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rates remained unchanged.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

The next valuation for the College Pension Plan will be as at August 31, 2018, with results available in 2019. The next valuation for the Municipal Pension Plan will be December 31, 2018, with results available in 2019.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the Plans record accrued liabilities and accrued assets for the plans in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

The University incurred \$9,255 for employer contributions to the Plans in the current year (2017 – \$8,580).

(b) Maternity or parental leave:

The University provides supplemental employee benefits for faculty, staff and administration on maternity or parental leave. For the duration of the leave, employees on maternity or parental leave receive a supplemental payment added to employment insurance benefits. Employer-paid benefits also continue to be paid on the employees' behalf. The University has expensed \$270 in the current year (2017 – \$561). As at March 31, 2018, the University has an obligation of \$262 (2017 – \$509) which has been included in salaries and wages payable.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

8. Deferred contributions and grants

Deferred contributions represent externally restricted contributions that will be used in future periods for academic programming and student awards, as specified by the contributor. Grants represent unrestricted funding from various sources.

	2017	Amounts received	Recognized as revenue	2018
Provincial Grants	\$ -	\$ 69,782	\$ (69,782)	\$ -
Deferred contributions	2,620	6,046	(5,817)	2,849
Federal Deferred contributions	387	592	(735)	244
Other sources Deferred contributions	727	828	(849)	706
	\$ 3,734	\$ 77,248	\$ (77,183)	\$ 3,799

9. Deferred capital contributions

	2017	Amounts received	Amortized as revenue	2018
Provincial	\$ 125,447	\$ 14,842	\$ (5,641)	\$ 134,648
Federal	3,745	6,371	(168)	9,948
Other sources	10,702	4,226	(420)	14,508
	\$ 139,894	\$ 25,439	\$ (6,229)	\$ 159,104

10. Obligations under capital lease

The University has entered into capital leases to finance computers and equipment at an estimated cost of borrowing of 2.46% (2017 – 2.78%) per annum. The principal and interest payments are as follows:

	2018	2017
2018	\$ -	\$ 344
2019	288	269
2020	126	107
2021	31	13
Total minimum lease payments	445	733
Less amounts representing interest	(12)	(26)
Present value of net minimum capital lease payments	\$ 433	\$ 707

Total interest payment on leases for the year was \$16 (2017 – \$26).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

11. Tangible capital assets

	Land	Buildings	Major site improvements	Major equipment	Library holdings	Technology infrastructure	Furniture & equipment	Leased capital assets	Work ^{1,2} in progress	Total
2018 Cost										
Opening balance	\$ 20,040	\$ 198,338	\$ 19,770	\$ 3,107	\$ 8,044	\$ 3,390	\$ 60,638	\$ 1,785	\$ 17,901	\$ 333,013
Additions	-	16,165	838	1,454	343	-	6,661	73	25,257	50,791
Transfers to/(from) WIP	-	15,795	374	27	-	-	467	-	(16,663)	-
Closing balance	20,040	230,298	20,982	4,588	8,387	3,390	67,766	1,858	26,495	383,804
2018 Accumulated amortization										
Opening balance	-	(77,588)	(7,908)	(97)	(5,692)	(289)	(52,279)	(892)	-	(144,745)
Amortization	-	(5,358)	(1,971)	(303)	(499)	(424)	(4,067)	(504)	-	(13,126)
Closing balance	-	(82,946)	(9,879)	(400)	(6,191)	(713)	(56,346)	(1,396)	-	(157,871)
2018 Net book value	\$ 20,040	\$ 147,352	\$ 11,103	\$ 4,188	\$ 2,196	\$ 2,677	\$ 11,420	\$ 462	\$ 26,495	\$ 225,933
2017 Net book value	\$ 20,040	\$ 120,750	\$ 11,862	\$ 3,010	\$ 2,352	\$ 3,101	\$ 8,359	\$ 893	\$ 17,901	\$ 188,268

1. As at March 31, 2018, work in progress ("WIP") of \$26,495 (2017 – \$17,901) has not been amortized. Amortization of these intangible capital assets will commence when the assets are put into service.
2. During the year, there was \$nil (2017 – \$39) of write-down of intangible capital assets within work in progress.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

12. Financial risk management

The University has exposure to certain risks from its use of financial instruments.

The Board ensures that the University has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the University consisting of cash and cash equivalents, investments and accounts receivable.

The University manages credit risk with established investment guidelines for its investment management companies to follow in managing its investment portfolios. The guidelines limit investments to those with BBB- or greater credit rating. The University does not invest in any derivatives.

(b) Market risk

Market risk is the risk that changes in market prices, such as interest rates, will affect the University's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the University is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due.

The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

13. Contractual obligations

The nature of the University's activities can result in multi-year contracts and obligations whereby the University will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	2019	2020	2021	2022	2023
Contractual obligations	\$ 22,917	\$ 3,583	\$ 2,109	\$ 146	\$ 37

14. Commitments and contingent liabilities

- (a) The University may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of operations.

There are several lawsuits pending in which the University is involved. It is considered that the potential claims against the University resulting from such litigation would not materially affect the financial statements of the University.

- (b) The University committed to the building of the Chip and Shannon Wilson School of Design at the Richmond campus for the Faculty of Design. The project, which has a total budget of \$36,000, was substantially complete by December 2017. As at March 31, 2018, the University received \$12,000 (2017 – \$8,000) from Chip and Shannon Wilson and lululemon athletica Canada Inc., and \$12,000 (2017 – \$10,500) from provincial funding. The University's contribution toward this project is \$12,000 per the budget approved by the Board. As at March 31, 2018, the University incurred costs of \$33,933 (2017 – \$15,795) for this project, with the anticipated remaining costs of \$2,067 to be incurred in fiscal 2019.
- (c) The University has entered into an agreement to purchase real estate to provide additional classroom space to meet future student demand. The construction of the space is estimated to be completed by fiscal 2019. The project is funded by the University. As at March 31, 2018, the estimated purchase price for the real estate is \$23,800 (2017 – \$23,800) and the estimated budget for the construction project is \$15,260 (2017 – \$15,260).
- (d) During the year, the University has entered into an agreement for the construction and upgrade of the Spruce building on the Surrey campus. The project is funded by \$22,000 from Government of Canada's Strategic Investment Fund and provincial funding.
- (e) The University has the ability to draw on a line of credit of \$7,500 (2017– \$7,000). As at March 31, 2018, the University has not utilized the available line of credit.
- (f) As at March 31, 2018, the University has issued letters of credits to the City of Surrey totalling \$294 (2017 – \$294) which expire on January 25, 2019. There is an automatic renewal that occurs each year thereafter and will terminate once the City of Surrey advises the University that the guarantee is no longer required.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

15. Related party transactions

The University has entered into certain transactions and agreements in the normal course of business with certain of its related parties. These transactions are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

Related party transactions with government and other government organizations:

Revenue and expenses:

Included in revenue	2018	2017
Province of British Columbia grants	\$ 75,599	\$ 73,223
Other grants - federal	735	547
Other revenue - other government entities	-	142
Amortization of deferred capital contributions - provincial	5,641	5,142
Amortization of deferred capital contributions - federal	168	147
	\$ 82,143	\$ 79,201

Included in expenses	2018	2017
Other government entities	\$ 1,153	\$ 767
Other provincial universities	338	338
	\$ 1,491	\$ 1,105

Receivables and payables:

Included in accounts receivable	2018	2017
Provincial government	\$ 1,934	\$ 2,082
Federal government	731	-
Other government entities	605	410
	\$ 3,270	\$ 2,492

Included in accounts payable and accrued liabilities	2018	2017
Provincial government	\$ 65	\$ 63
Other government entities	-	3
	\$ 65	\$ 66

Related party transactions with Key Management Personnel:

During the year, the Key Management Personnel, comprised of the Senate, the Board and the University's Executives, have \$nil (2017 - \$nil) related party transactions with the University with respect to the delivery of goods and services, and payment of fees that were transacted at non-arm's length. As at March 31, 2018, the University had a net receivable of \$nil (2017 - \$nil) and a net payable of \$nil (2017 - \$nil) with respect to these transactions.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2018

16. Contingent assets

The University has \$nil of contingent assets as at March 31, 2018 and 2017.

17. Contractual rights

The University has \$nil of contractual rights as at March 31, 2018 and 2017.

18. Comparative figures

Certain comparative figures have been reclassified to conform to the current year's presentation.

19. Expenses by object

The following is a summary of expenses by object:

	Instruction, research, and support	Ancillary operations	2018
Salaries and benefits	\$ 124,034	\$ 1,119	\$ 125,153
Travel and professional development	2,897	8	2,905
Supplies	4,479	54	4,533
Student awards and bursaries	1,303	-	1,303
Fees and services	15,269	326	15,595
Facilities	7,288	320	7,608
Cost of sales	-	3,807	3,807
Leases, property taxes, insurance	905	34	939
Amortization of tangible capital assets	12,877	249	13,126
	\$ 169,052	\$ 5,917	\$ 174,969

	Instruction, research, and support	Ancillary operations	2017
Salaries and benefits	\$ 115,310	\$ 1,145	\$ 116,455
Travel and professional development	2,340	6	2,346
Supplies	4,617	44	4,661
Student awards and bursaries	2,010	-	2,010
Fees and services	11,708	649	12,357
Facilities	7,381	143	7,524
Cost of sales	-	3,800	3,800
Leases, property taxes, insurance	976	9	985
Amortization of tangible capital assets	11,550	223	11,773
	\$ 155,892	\$ 6,019	\$ 161,911



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

Regular Meeting
#5.3
June 27, 2018
Alan Davis

Agenda Item: **VISION 2018 Final Report**

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	N/A
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Board Committee Report: For University Secretariat Use Only

Context & Background: As VISION 2018 comes to an end an assessment of progress on each of each goals was conducted using the performance measures presented in the 2017/18 Accountability Plan and Report.

Key Messages: **1. We have made good to excellent progress towards most of the goals in VISION 2018.**
[maximum of three]
2. Overall, we achieved, or substantially achieved, the targets for 56 of the 75 performance measures assessed.
3. More work will continue on a number of these items through VISION 2023 and the 2023 Academic Plan.

Attachments: VISION 2018 Final Progress Assessment

Submitted by: Lori McElroy , Director Institutional Analysis & Planning

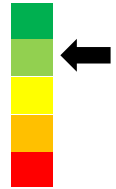
Date submitted: June 20, 2018

VISION 2018: Final Assessment of Progress

Summary

Quality:

- Successful global citizens
- Engaged learners
- Effective organization that supports learning



Reputation:

- Recognized for its teaching and its scholarship
- Unique identity well understood
- Foremost provider of continuing & professional education



Relevance:

- Community engagement impact doubled
- Expanded educational access
- Experiential learning integrated into every KPU program



A detailed assessment of each goal follows.

Quality

Quality: All graduates are prepared for global citizenship and rewarding careers

10 measures:

- 7 Achieved
- 2 Substantially achieved (within 90% of target)
- 1 not assessed

Assessment: Excellent progress. Employment outcomes of our grads are excellent and a high proportion feel they are acquiring the essential skills during their time at KPU. It has taken time to develop the Global Competencies recognition, but it is now in place with courses being offered beginning Fall 2018. For this reason, progress on this measure could not be assessed but we are now ready to assess progress in terms of the impact on students in the coming years.

Quality: Learner engagement and retention at KPU show continuous improvement

6 measures:

- 5 Achieved
- 1 Moderate Progress (within 50 to 90% of target)

Assessment: Excellent progress. Student success will continue to be a focus in both VISION 2023 and in the 2023 Academic Plan.

Quality: KPU is well-managed, integrated, and transparent organization that supports learning

20 measures:

- 8 Achieved
- 4 Substantially achieved (within 90% of target)
- 5 Moderate Progress (within 50 to 90% of target)
- 2 Weak progress (less than 50% of target)
- 1 not assessed

Assessment: This is a diverse collection of activities. Overall, good progress has been made but more work will be necessary.

Good progress has been made with respect to management effectiveness and quality assurance. This will be an area for ongoing focus, in both VISION 2023 and in the 2023 Academic Plan.

The results are mixed with respect to measures of environmental sustainability. These measures are affected when we increase our physical space; use of energy increases during construction, and with more space.

Measures of financial health show excellent results, with two exceptions. The deferred maintenance ratio is increasing rather than decreasing. No target was ever established for International tuition, as this requires an International enrolment target. Work is underway on this through the Sustainability Initiative. More work is necessary on improving our efficiency, which is also being addressed through the Sustainability Initiative.

Reputation

Reputation: KPU is widely recognized for its teaching and its scholarship

9 measures:

- 6 Achieved
- 1 Moderate Progress (within 50 to 90% of target)
- 2 Weak progress (less than 50% of target)

Assessment: Overall very good progress in this area.

Most graduates report satisfaction with their education and quality instruction. The Teaching and Learning plan was finalized in the Fall of 2017, and its implementation is underway.

There has been increased activity with respect to research as indicated by the doubling of the number of Tri-Council proposals submitted, and an almost 60% increase in sponsored research funding. However, the number of research agreements as declined.

Dissemination of research through KORA (KPU's online repository of research and scholarly work created by the KPU community) has declined. This is due to a change in the online host, which resulted in temporary suspension both in accepting submissions and in access.

Reputation: KPI's unique identity is clearly articulated and well-understood across the University and beyond

5 measures:

- 4 Achieved
- 1 Moderate Progress (within 50 to 90% of target)

Assessment: Excellent progress. Although KPU released fewer press releases in 2017 than in the past few years, the impact has been very positive with an increase in positive mentions in the media, and an increase in both the number of employees and members of the community reporting positive views about KPU.

Reputation: KPI is the foremost provider of continuing and professional education in its region

1 measure: 1 Moderate Progress (within 50 to 90% of target)

Assessment: Although CPS Headcount has more than doubled in the previous 5 years, we experienced a 4% decline in the 2016/17 academic year.

Relevance

Relevance: The impact of KPU's community engagement has doubled by 2018

15 measures:

- 8 Achieved
- 2 Substantially achieved (within 90% of target)
- 4 Moderate Progress (within 50 to 90% of target)
- 1 Weak progress (less than 50% of target)

Assessment: Overall, good progress has been made but more work will be necessary.

Progress has been good at increasing awareness and engaging with the KPU community. Although we have not doubled the impact, as articulated in the goal, there has been substantial increases for most measures. Of particular note is the increase in awareness of KPU as assessed through the community perception survey conducted in Spring 2018.

Progress made on engaging with local industry and relevant sectors through Program Advisory Committees (PACs) has declined. There is much more work needed in this area to achieve the target of having active PACs for all KPU programs.

This is an area that will be of continuing focus through VISION 2023.

Relevance: KPU's operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population.

10 measures:

- 8 Achieved
- 1 Substantially achieved (within 90% of target)
- 1 Weak progress (less than 50% of target)

Assessment: Although the goal was overly ambitious, excellent progress has been made in this last year. However, all the FTE growth achieved is associated with International students, while we have had a small decline in that associated with Domestic students. There has been growth in the Aboriginal student population.

More work is needed in developing a strategic approach to enrolment growth, which is being addressed through the Sustainability Initiative.

Relevance: Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community

1 measure: Achieved

Assessment: Great growth in this area. The measure is on the number of work-related and experiential learning experiences, which continues to increase each year. We lack data on whether every program has integrated experiential learning. This will continue to be a focus in the 2023 Academic plan.



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#5.4

June 27, 2018

Alan Davis

Agenda Item: VISION 2023

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors approve VISION 2023, KPU's strategic plan covering 2018 to 2023, as recommended by the Board Governance Committee.
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Board Committee Report: At its meeting held on June 11, 2018, the Board Governance Committee discussed and approved VISION 2023, KPU's strategic plan covering 2018 to 2023, for recommendation to the Board of Governors.

Context & Background: KPU strategic plan, VISION 2018 is in its final year. After consultation with KPU students, employees and members of our community, the Strategic Planning Task Force, led by the President, has developed the new plan, VISION 2023, covering the period from 2018 to 2023.

Key Messages:
[maximum of three]

1. VISION 2023 includes a revised Mission and Vision statement from 2018 versions, and 12 new goals for the next five years. Intended impacts for each goal are also included.
2. On May 28, 2018, Senate passed a resolution to endorse and recommend that the Board of Governors approve VISION 2023.

Resource Requirements: N/A

Implications / Risks: A strategic plan is a high-profile document for any organization. It provides our vision for the next five years, and hence can have an impact on our reputation. It also provides the high level direction for planning at KPU.

Consultations: Initial consultation with KPU students and Employees through online platform called *ThoughtExchange*. Almost 1,400 people participated. VISION 2023 Draft 1 was presented to Senate (including SSCAPP), Faculty Councils, and administrative committees for feedback. Feedback was also obtained from members of the community, as well as the Board of Governors at the Board retreat. Based on this feedback, Draft 2 was created. VISION 2023 Draft 2 was posted on an online blog where students and employees were invited to provide feedback. In addition, it was presented at Hallway Conversations on each campus where people could provide feedback personally to a member of the VISION 2023 Task



Board of Governors
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#5.4
June 27, 2018
Alan Davis

Force. Draft 2 was also presented to Senate (including SSCAPP), Faculty Councils, and administrative committees. The final version (attached) is based on feedback on Draft 2 from all sources.

Attachments: VISION 2023

Submitted by: President Alan Davis & Lori McElroy, Executive Director, Institutional Analysis & Planning

Date submitted: June 12, 2018



Final: May 17, 2018

The KPU Distinction

As KPU looks to its next five years, the future of our society is under considerable discussion. It is a future where:

- as a result of digital transformation, the nature of work and ways of life are quickly evolving;
- awareness of and demands for action around social injustice are heightened;
- environmental impacts such as global climate change are requiring significant adaptation in the way we work and live; and
- decolonization of institutions and full inclusion of Indigenous peoples is a priority.

To respond to these challenges and to make the world a better place, **access to lifelong, meaningful education for all** is fundamental.

As a polytechnic university, KPU has the unique opportunity to evolve in a way that anticipates this future by:

- reflecting and serving our diverse, dynamic and growing region by providing a wide range of offerings, services and activities;
- defining, developing and teaching the essential new competencies needed by our graduates, encompassing both technical and human literacies, creativity, adaptability, and social awareness;
- ensuring that our graduates are prepared for a life time of learning and re-learning, and providing them with opportunities to adapt to their changing needs; and
- practising what we preach as we evolve as a unique, progressive and highly regarded polytechnic university which fosters innovative teaching and learning and relevant research and scholarship.

KPU's Mission, Vision and Goals

Mission: By thinking and acting together, we transform lives and empower positive change

Vision: In 2023, KPU is a learning ecosystem rooted in a culture of sustainability, creativity and quality that inspires our people and our communities

Goals: KPU's 12 goals are organized into four interconnected themes:

A. Experience: We will

- A1. Enhance the experience of our students
- A2. Enrich the experience of our employees
- A3. Delight our friends in their KPU experience

B. Sustainability: We will

- B1. Embrace all cultures and promote a renewed, authentic approach to Indigenization
- B2. Foster environmental sustainability through our offerings, research and operations
- B3. Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

C. Creativity: We will

- C1. Increase the levels of activity, funding and intensity of research and scholarship
- C2. Increase innovation in teaching, learning and curriculum
- C3. Embolden creative problem solving across KPU's operations

D. Quality: We will

- D1. Ensure continuous improvement of all KPU programs and services
- D2. Hold each other responsible for our promises and our expectations
- D3. Be accountable to our partners, governments and communities

The Details

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

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

Progress on this goal will be made by ensuring our students have access to:

- The courses they need to graduate in a timely manner
- Experiential learning opportunities in all programs
- Campus resources to support their learning and development
- Campus facilities and services to support their well being

Experiential learning includes, for example, co-ops, practica, field work and other work-integrated learning, as well as service learning, and research.

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

Progress on this goal will be made by providing our employees with access to:

- Appropriate professional development opportunities
- Appropriate opportunities to advance internally
- Celebration and recognition of employees' achievements and service
- The resources necessary to do their job effectively
- The resources necessary to support their well-being
- An inclusive workplace where people are treated with dignity and respect and are free from discrimination, bullying and harassment

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

Progress on this goal will be made by:

- Regularly engaging our friends to actively contribute to KPU
- Ensuring our friends have a positive experience when they visit KPU
- Respecting and valuing the contributions of our friends to KPU
- Engaging with our partners in ways that benefit our communities

By "friends" we mean alumni, retirees, visitors, donors, members of advisory boards, the KPU Foundation Board, partner organizations and all members of the communities we serve.

What this means for KPU:

By making the perspectives of students, employees and friends our priority, we will improve their experiences at KPU. KPU will be an inclusive and safe learning and working environment that values, supports, and benefits from the diversity of all its people.

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

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

Progress on this goal will be made by:

- Demonstrating value and respect for the diverse cultures and backgrounds of our students and employees
- Demonstrating value and respect for the richness of cultures and traditions of Indigenous peoples
- Engaging Indigenous peoples and organizations through active and community-focused KPU partnerships
- Continuing to develop more Indigenous academic content and integrating Indigenous culture into our learning environment

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

Progress on this goal will be made by:

- Offering formal education programs and courses that address sustainability
- Conducting research that addresses sustainability issues
- Ensuring our operations are environmentally sustainable

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

Progress on this goal will be made by:

- Creating an integrated planning culture whereby:
 - institutional priorities to guide planning and decision-making are established annually and reviewed quarterly
 - divisions create operations plans that address institutional priorities, given available resources, and are accountable for the results
 - the need to make difficult decisions to ensure quality and institutional health is recognized
 - decisions are fully-informed and transparent
- Developing institutional mechanisms to align all planning and approval processes with available resources and institutional priorities
- Employing a budget model that ensures the strategic allocation of available resources to address institutional priorities
- Providing planners and decision-makers with the tools and training required to align operations with priorities and resources
- Strategic enrolment management (SEM) planning that aligns recruitment, admission and retention processes with our capacity to meet demand and support student success

What this means for KPU:

The 2015 Truth and Reconciliation Commission's Call for Action suggests how Indigenous communities and cultures can be sustained. KPU will meet its commitments to this Call.

KPU's commitment to environmental sustainability through cross-university engagement and co-ordination will continue, and external validation will be sought.

Integrated planning will ensure that academic offerings and services are aligned with our resources so that quality, financial and institutional stability are sustained.

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

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

Progress on this goal will be made by:

- Ensuring students receive quality instruction and a meaningful learning experience
- Ensuring educators are well supported to innovate in teaching, learning and curriculum

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

Progress on this goal will be made by:

- Increasing support for research and scholarship activities
- Increasing the amount of funding for research and scholarship activities conducted by KPU employees
- Increasing the intensity of research and scholarly activity
- Increasing the amount of research and scholarly activity
- Increasing the impact of KPU research
- Engaging local industry, NGOs, community organizations and businesses to address economic and social needs for the prosperity of our communities

Scholarship and Research at KPU encompasses discovery, application, engagement, creation, integration and the scholarship of teaching and learning.

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

Progress on this goal will be made by:

- Anticipating the rapid changes occurring in work and society, and increasing our ability to respond accordingly
- Ensuring employees are empowered to take calculated and creative risks without fear
- Providing employees with the resources to incorporate diverse and creative problem solving into their daily operations

What this means for KPU:

KPU links thought to action, appreciating and embracing creativity and innovation in all forms, big and small.

KPU will do more to recognize and celebrate the innovation, research and scholarship already underway.

We will invest more in all types of creative activity, both formal and informal, especially in the context of the digital transformation in our society.

D. Quality: Continuous improvement builds confidence and reputation.

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

Progress on this goal will be made by:

- Conducting regular reviews of all KPU programs to ensure continued relevance, alignment with institutional priorities, and efficient and effective use of resources, and implementing recommendations as appropriate
- Conducting regular reviews of all KPU support services to ensure continued relevance, alignment with institutional priorities, and efficient and effective use of resources, and implementing recommendations as appropriate
- Conducting regular reviews of all KPU operations to ensure continued relevance, alignment with institutional priorities, and efficient and effective use of resources, and implementing recommendations as appropriate

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

Progress on this goal will be made by:

- Ensuring employees understand their role in achieving KPU's mission, mandate and vision
- Ensuring employees have clear expectations that guide their work
- Ensuring employees receive effective feedback on how well they meet those expectations
- Promoting a culture of shared responsibility, and accountability to each other

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

Progress on this goal will be made by:

- Ensuring effective and efficient use of resources
- Ensuring appropriate access to educational programming
- Ensuring students receive a quality education to ensure their success
- Ensure KPU is regarded favorably by the community we serve
- Ensuring we fulfill our commitments to our partners

Holding each other responsible is fundamental to a collegial organization. As peers, we are all vested in KPU's quality and reputation, and we must be open to respectfully giving and receiving constructive feedback.

What this means for KPU:

KPU's mandate is to add value by contributing to the social, economic and cultural life of our region and beyond.

We do this by providing the right mix of offerings and services, and undertaking research and innovation of many types. These can all be improved through regular cycles of thoughtful and collegial reflection, evaluation and subsequent change.

This attention to continuous improvement is key to building the long term reputation of KPU and thus its ability to attract and retain motivated students and talented employees, and to increase respect within the community.



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

Regular Meeting
#5.5
June 27, 2018
Salvador Ferreras

Agenda Item: **Academic Plan 2018 Impact Report**

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	N/A
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Board Committee Report: For University Secretariat Use Only




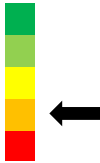
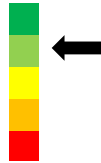
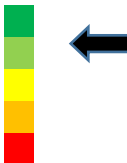

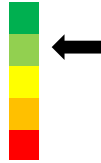

Context & Background: Final Report on the Academic Plan 2018.




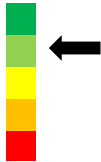
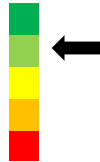

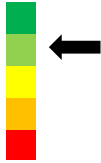
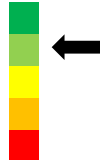

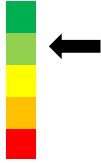
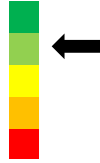
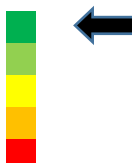
Key Messages: 1. Dr. Ferreras will present the Academic Plan Implementation Matrix at the meeting.
[maximum of three] 2. KPU's Academic Plan 2018 has been successfully implemented with notable successes in the area of Teaching and Learning, new and differentiated programs, Teaching Fellows, the Creative Capital Fund, community-based programming, student affairs and program reviews.
 3. This first Academic Plan for KPU allowed the institution to gain a full understanding as to how strategic documents can guide and encourage the implementation of large scale objectives through precise strategies and actions. The plan laid the ground for the much more substantial Academic Plan 2023.










Attachments: 1. Academic Plan Implementation Matrix
 2. [Academic Plan 2018](#)

Submitted by: Salvador Ferreras / Provost & Vice President, Academic

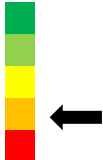


Date submitted: June 12, 2018




GOAL 1: To Offer Exceptional Learning Environment Attuned to Learners				
Strategy	January, 2016	January, 2017	January, 2018	Comments
1.1 The polytechnic university conception of our teaching and learning activity goes beyond the transmission of knowledge to students. A core intent of the Academic Plan is to support our educators in their pursuit of the emergent knowledge base for teaching and learning in their subject areas, in connection to their larger professional communities, in testing new pedagogies and further developing their own identities as teachers: a way of knowing, doing, and being educators that is distinctly our own.				The plan's focus helped support the development innovative programming such as the ZedCred, the Mechatronics and Advanced Manufacturing Technician diploma, and the New Physics for Modern Technology.
1.2 VISION 2018 Strategic Plan outlines a targeted enrolment growth of 5% per year that will be achieved through the implementation of a Strategic Enrolment Management (SEM) plan and the University Transitions (UT) project. These initiatives will enable focused recruitment and reduce attrition. We will attract and retain a broad range of learners through our distinct programs, optional entry points, credential variety, laddering opportunities, personalized and open learning options, accessibility and preparatory programming and flexible delivery methods.				While KPU has achieved considerable growth since 2014 domestic enrolment has been relatively flat whereas international enrolment has increased substantially. The Insitutional Sustainability project is looking at ways to manage a better balance of domestic and international enrolment while ensuring high utilization
1.3 The Institute for Innovation and Scholarship in Teaching and Learning (INSTL) is KPU’s response to changing trends in educational practice. By responding to this dynamic environment, INSTL will conduct workshops and seminars in research and curriculum development to mobilize knowledge; encourage professional development; and facilitate renewal across all disciplines. INSTL will recognize, nurture and promote exemplary teaching practices that encompass: The practical skills and craft for our teaching work as artisans, managers and technologists, the breadth and depth of understanding for our teaching work as knowledge professionals and the creative discipline needed for our teaching work of inquiry and innovation.				The Office of Teaching and Learning has introduced a significant action plan that will realize projects, faculty support and other initiatives that will go far beyond the scope and volume of the former INSTL. Many of the initiatives are already underway and will continue throughout the tenure of this plan.

1.4 INSTL will work closely with the Office of Research and Scholarship to encourage and promote the integration of research and scholarly activity with teaching and learning to yield enriched learning experiences.				These activities have been put on hold during the restructuring of the Office of Research and new developments in Teaching and Learning. This intended integration of these two different KPU units is addressed in the Academic Plan 2023.
1.5 KPU will encourage renewal and innovation in our approaches to teaching and learning, by allocating one-time funding to support and update classroom technology.				The outfitting of classroom technology is an ongoing activity. A new initiative with the Office of Teaching and Learning and the School of Business will test new tablet technologies in the classroom.
1.6 KPU will create the “Creative Capital” fund to promote and encourage the cultivation of new ideas around social, cultural, economic, health, sustainability and technological innovation. Funded projects will reflect, sustain and accelerate the goals of the Academic Plan and further KPU’s polytechnic university mandate.				Successful reports received on the completion of all 2017 Creative Capital Fund projects. Physics Labs Online submitted by Takashi Sato, Summoning (No Words) submitted by Nicola Harwood, and Teaching Fellows: Learning Outcomes submitted by David Burns, Open Studies submitted by Rajiv Jhangiani and Experiential Learning submitted by Larissa Petrillo.
1.7 The University will establish KPU Open Studies as an innovative unit where learners can undertake competency based degree completion by building on their previous formal, informal and experiential learning; by designing a personalized degree plan within broad criteria; and accessing a wide range of online and open educational resources and courses as they study. Learners will have access to a well-developed advising and curriculum framework to bolster career and credential mobility and ensure access for those seeking to advance within or between program areas. KPU Open Studies will house our flexible Prior Learning Assessment and Recognition (PLAR) processes and engage with a variety of open learning initiatives such as the recognition of informal learning. KPU Open Studies will act as a liaison to key partnerships involving open educational resources such as the BC Campus Open Textbook project, and the Open Education Resource <i>universitas</i> .				These activities have gained great momentum. KPU has created and will be recruiting for a new Associate Vice Provost Open Education to continue to lead our Open Education and Open Textbook initiatives on the local, national and international front.

GOAL 2: To Increase Experiential Learning Opportunities				
Strategy	January, 2016	January, 2017	January, 2018	Comments
2.1 Launch course-based, faculty-led academic learning activities that are community-based. These activities will build integrated, mutually beneficial, innovative initiatives with our local school districts, regional businesses, and industry partners.				Notable projects include the TFN Farm School, Delta School District Farm Roots School, the CADD Aboriginal Program at the Surrey Fraser Region Aboriginal Friendship Centre Association, and the continuous Intake math and English at the north Surrey WorkBC in partnership with Pacific Community Resources Society.
2.2 Encourage community-engaged scholarship that aims primarily to benefit community life through teaching, discovery, integration and application of learning.				Diverse projects addressing KPU's responded to the K-12 Curriculum are being undertaken with student researchers under faculty supervision, a successful three day Teaching and Learning Symposium, two succesful CFI major grants and the renewal of our Tier 2 Canada Research Chair
2.3 Encourage scholarly activity to advance teaching through expanded knowledge, content engagement and knowledge mobilization. Launch faculty/student research projects embedded within existing programs through targeted research funding and administrative support to increase capacity and opportunity for applied and academic scholarship activity. KPU's community research will be increasingly focused on partnerships that yield experiential learning opportunities, keep our faculty current within their professional practice domains, and strengthen local career opportunities for our students. Such partnerships will cement our contact with thriving local companies, off-campus organizations and multiple community agencies.				Present projects stemming from the original Creative Capital projects include Phase 2 of the Surrey Pathway Partnership with the Surrey School District, a unique Virtual Reality research and teaching project, Block Chain technologies research and Dark Web crawler technologies.



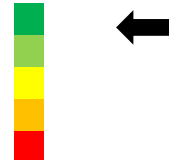

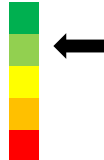
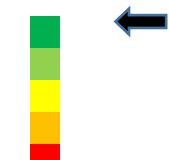
GOAL 3: To Define Learning Outcomes and Methods of Demonstrating Student Capability



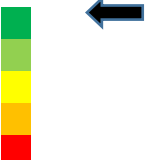

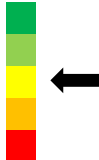
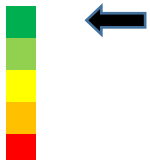
Strategy	January, 2016	January, 2017	January, 2018	Comments
3.1 Ensure KPU’s programs and courses focus on the cultivation of specific core competencies as applicable to their areas that demonstrate: <ul style="list-style-type: none">• Creative and critical thinking• Media literacy• Social intelligence• Scientific and technological capacities• Global perspectives• Broad understanding of Indigenous culture, history and world views• Environmental stewardship• Social and economic entrepreneurship				Two new graduate programs in Green Business and Global Business to launch in September 2018. A suite of three Indigenous Cultural Competencies course launched by Student Affairs. Two Global Competency courses released by the Faculty of Arts.



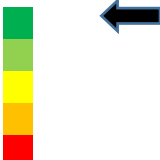

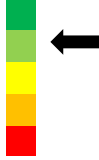


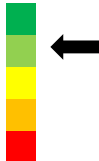

<p>3.2 Align courses and program offerings with well-defined and clearly communicated learning outcomes through curriculum development and program review processes.</p>				<p>Program reviews and curriculum development have been major developments over the tenure of this Academic Plan. Course alignment and quality assurance processes have improved and been strengthened through policy, procedures and the diligent work of the academic and academic support units and Senate.</p>
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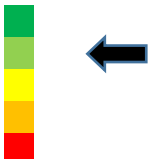
3.3 Develop, implement and evaluate models to assess competencies and learning outcomes at the course, program and institutional level.				This work has only been partially undertaken. While course and program learning outcomes have now become a norm, the sizable other project of developing institutional learning outcomes has been forwarded to the latter years of the new Academic Plan 2023.
3.4 Engage a representative university team to work with Faculties and Departments to determine the most appropriate models of adapting of essential skills to diverse disciplines.				This initiative has not been pursued because Essential Skills have been embedded in a number of specific programs, especially in the Trades and Technology programs as prescribed in the Industry Trade Authority curriculum.

GOAL 4: To Ensure Student Success and Well-Being

Strategy	January, 2016	January, 2017	January, 2018	Comments
4.1 VISION 2018 Strategic Plan declares a commitment to internationalization; an emphasis on intercultural understanding and the development of successful global citizens. To do so we will expand our international recruitment, encourage diversity among the student body, and create real and virtual spaces that facilitate interaction between domestic and international students.				KPU continues to develop more and more programs to support international students and to promote internationalization both amongst students and also across Faculties. International recruitment is now being managed to control growth and provide a better mix of domestic and international enrolment numbers. Competency courses are winding their way through the governance process in the early Spring of 2018.
4.2 Promote increased participation by Aboriginal peoples in the Lower Mainland of B.C. through the strengthening of recruitment of Aboriginal learners and support services to ensure their success by: <ul style="list-style-type: none"> • launching educational partnerships for learners of all ages with our eight neighbouring First Nations; • establishing an Elder-in Residence program by Fall 2014; • developing new KPU programs that will instill an understanding of indigenous culture, history and world views; and • enabling a global perspective by domestic and international student interaction and interdisciplinary curriculum. 				Open Doors Open Minds 2018 was successfully held May 2nd. Three new Indigenous Cultural Competencies have been launched and are scheduled for staff and faculty training. KPU is working to revise and sign a new lease agreement with the Tsawwassen First Nation to continue the Tsawwassen Farm School.

4.3 Provide an appropriate range of integrated and easily accessible student support services that improve rates of retention, progression through, and completion of studies				Comprehensive "First Year Experience" launched aimed at giving students a sense of belonging, engagement and support. Improved orientation activities, better orientation courses, KPU 101 online tool, intrusive advising support, introduction of university transitions learning principles.
4.4 Ensure educational services and programs provide accessibility to our students with disabilities and incorporate universal design principles for all teaching and learning.				We are now changing how we plan accommodations for students with disabilities and are increasing our focus on proactively designing for sustainability. The emphasis is on promoting a positive view of diversity and on working collaboratively with students and staff. KPU Teaching and Learning, the university Library, Campus Planning, Student Affairs and Facilities are working together to ensure Universal Design for Learning design principles are adopted and implemented across all learning areas.

4.5 Engage students in the development and establishment of co-curricular programs and activities that enliven their learning and assist with transitions within KPU.				Gymnasium drop-ins have increased by 96%. Fitness classes have experienced an increase of 31% in attendance. KPU now has 691 volunteers. Orientation sessions now attended by 56% of new students with over 3800 attending the summer orientation sessions.
4.6 Work with student groups to develop student-initiated activities, facilities and programs to bolster student participation while providing a social and physical environment that reinforces a sense of belonging and campus community.				Design of collegium spaces at KPU Civic Plaza. Building an online KPU 101 tool that answers first year students' frequently asked questions, KPU's "Ask Me" badge program. New Surrey and Richmond campus public spaces equipped with updated furniture and lounge-type seating. Increased in student events
4.7 Recognize that recreation, athletics, and the physical and mental well-being of students are fundamental to a healthy campus environment and to positive learning experiences. The University will promote active participation in recreational activities and student varsity sports through the continued support and refinement of athletic and recreation programming that encourages student involvement and uses accessible club programming space.				Three major initiatives underway. Wellness in Action - started September 2017. Thrive Week - started October 2017. Student Champions - launched Fall 2017

4.8 KPU will develop a comprehensive Mental Health strategy for the full university community.				The Healthy University Initiative employee group launched in September 2017. A website was launched with a video endorsement by President Davis. Needs assessment and wellness survey initiated. Results are being collected and analyzed to inform next steps, Fall 2018.
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Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#5.6
June 27, 2018
Salvador Ferreras

Agenda Item: **Academic Plan 2023**

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	N/A
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Board Committee Report: At its meeting held on June 11, 2018, the Board Governance Committee received a presentation on the Academic Plan 2023.

Context & Background: The Provost and Vice-President, Academic is responsible for the academic direction and stewardship of KPU's programs. Reporting to the KPU President, the Provost has a mandate to facilitate exceptional learning experiences for KPU students by providing leadership in the development and implementation of a comprehensive education plan that is relevant to students' needs as well as KPU's external communities.

KPU's Academic Plan will define the character of our institution's mandate and align with the overarching principles and direction of KPU's VISION 2023 Strategic Plan.

Key Messages: **1. At its meeting held on May 28, 2018 Senate approved the Academic Plan 2023 and requested that the plan be forwarded to Board of Governors for information.**
[maximum of three]

2. Dr. Ferreras will present the Academic Plan 2023 at the meeting.

Attachments: Academic Plan 2023

Submitted by: Salvador Ferreras / Provost & Vice President, Academic

Date submitted: June 12, 2018



Where thought
meets action

ACADEMIC PLAN

»»» 2023



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KPU Langley

20901 Langley Bypass, Langley

KPU Richmond

8771 Lansdowne Road, Richmond

KPU Surrey

12666 72 Avenue, Surrey

KPU Tech

5500 180 Street, Cloverdale

KPU Civic Plaza

13475 Central Avenue, Surrey

kpu.ca

I am excited to launch our Academic Plan 2023. Since the launch of our present academic plan, four years ago, we have worked hard to craft our unique identity as a polytechnic university. We have transformed our governance and policy framework to ensure student success and a collegial and collaborative working environment. We have connected with our neighbours and sought the advice and wisdom of our peers, our regional partners and our alumni. We have matured as a university and take great care to ground decisions in evidence aligned with strategic goals. We set ambitious goals carefully and will consistently measure their effectiveness, their targets and the impact we wish to make on our community.

As an institution of higher learning, KPU is compelled to leverage our program base and intellectual capital to address the major issues of our day. In a world where the rate of change demands we continually review, renew and improve our programs we embrace innovation and the digital transformation of our society. We will innovate by promoting a curriculum that is adaptive and responsive. We will support innovation through enriched delivery modes and increase flexible, online and hybrid learning environments. We propose multi-dimensional approaches and policy shifts while ensuring we maintain our focus on innovation as a tool for the betterment of life itself.

The world is more dynamic, more intricately connected, more interdependent and more adaptable to change than ever before. While our distances shrink, our access expands. The more we explore our possibilities, the more we find our innovators creating new ways to connect, new ways to enjoy life, new ways to make the inaccessible accessible and new ways to make sure we all get a chance to participate in a more prosperous environment.

At KPU we take the philosophy of access to heart. We boldly propose to become an exemplar of an inclusive institution where learners can find a welcoming, inspiring place within which to unleash their potential and carve out their special place in our collective environment. For us, accessibility really means everyone, learners of all types. As we find new ways to address the needs of domestic and international students, indigenous students, students with disabilities, and adult learners we do so recognizing the multiple obstacles we must attenuate and the social exclusion we must mitigate. Accessibility embraces inclusion at KPU but furthermore extends its reach to incorporate Universal Design for Learning (UDL) principles that set a level playing field for all to aspire, attain and seize their chosen path. Our vision of inclusion also encompasses a demographic, social, gender, economic, and ability arena. We redefine our mandated regional focus to reflect the global reach of our educational delivery and the diversity of our campus life. We cultivate flexibility in programs, up-to-date policies and systems to increase choice and to serve a wide variety of learners in a wider number of ways. In a world where variability is the real norm, we strive to reflect the central and the marginal and to reach the many through focused and progressive practices.

Our overarching goal is student success. We embed student support, through the guidance of expert librarians, learning centres, faculty, and lab assistants throughout the many touch points in a learner’s experience at KPU. As a special purpose teaching university, we foreground teaching excellence in its myriad forms. We propose a renewed emphasis on research and on how it relates to outreach, trades, undergraduate and graduate studies. We are pioneers of open education resources (OERu)

and are national leaders in both open education research and the production and promotion of open textbooks. We promote and support the emerging development of our e-portfolio methods. We continue to work hard to address the rapidly changing demographic of our students cultivating new approaches to adult learners and to learners whose complex lives have required they come in and out of their educational journey. As a regional trades training hub, we recognize and are ready to promote ways for trades training to evolve to meet new and changing market demands. As a relatively new teaching university carefully navigating its institutional and governance maturity, we now feel ready to fulfill our mandated role as defined in the University Act, that is, to offer graduate studies. In essence and in line with our central goal, we aspire to serve the widest group of students in the most effective, meaningful way.

We recognize that the pace of contemporary life, continual change and the complexities of our jobs, families and obligations can directly affect our ability to cope while carrying out our teaching and learning commitments. Acknowledging that we can play a positive role in helping to relieve those pressures, KPU commits to supporting a healthy university initiative focused on student success through learner and employee mental health and safety.

At KPU we are a vibrant knowledge-driven community bent on leveraging our knowledge and experience to positively affect our lives, the lives of our families and that of our greater communities. At our university we uphold Canadian societal values that instill respect for individuals not because of title, land or privilege but because they are people. We undertake our noble mission acknowledging that we do so on the un-ceded territories of the Coast Salish people who have generously welcomed us and supported our educational calling.

The Academic Plan 2023 will keep us focused on our quest to launch a generation of expert and resourceful learners whose knowledge is purposeful and directed to social and economic well-being. We will do this with an eye to creating doers and thinkers whose aspirations transcend regional boundaries and whose intercultural capacity will allow them to operate in a global arena.

This plan, assembled through extensive consultation with an engaged KPU community, reflects a collective vision for academic development over the next five years. It represents the voices of hundreds of passionate educators dedicated to student success and the transmission of knowledge for a collective good. It is my hope that all Faculties, departments and units within the university use this plan as a springboard to initiate deep and essential discussions about how best to deploy their intellectual and pragmatic strengths to the service of learning. The plan sets the high-level vision and invites the Faculties, departments and support units to develop corresponding and aligned goals and strategies that support the overall vision and mandate of our educational enterprise. The plan will serve not only as a compass for the realization of individual department and unit plans but also as a different lens to view how our educational community sees itself reflected and projected in this pursuit of learning excellence.



Dr. Salvador Ferreras
Provost and Vice President Academic

WORDS FROM THE PROVOST AND VICE PRESIDENT ACADEMIC



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KPU KWANTLEN FIRST NATION ELDER LEKEYTEN



LEKEYTEN

KPU’s mission and mandate to promote student success are strengthened through the wisdom and guidance of our Elder in Residence, Lekeyten, of the Kwantlen First Nation. His role at KPU transcends the domain of indigenous student support to encompass all students through his powerful presence and inspirational role at all important gatherings and ceremonies at our university. As a student-centred house of learning, KPU places great importance on the experience of every learner that chooses our university. Lekeyten has established a cherished tradition of offering his blessings for a successful educational journey, welcoming new students at the beginning of each academic year and congratulating students at Convocation. His knowledge, his humour and his genuinely inclusive spirit elevate our educational calling to encompass tradition, protocol, and an essential grounding in our shared humanity and cultures.

STUDENT SUCCESS



“With smaller class sizes run by teachers that care about their students, KPU prepared me well for a successful entrepreneurial journey”

KPU Alumni Ankit Sharma

Student success is deeply embedded in the ethos of our KPU community. It is a natural outcome of our collective passion for learning and purpose. Student success is the driving force that inspires us to connect with the individual, and to outline and design a way towards possibility, hope and a meaningful future.

At KPU our quest for student success strengthens our resolve and validates our mission to offer all learners ample opportunities to nurture good citizenship and authentic community and global engagement.

We aim to provide a wide a range of valuable classroom, laboratory, workshop, online, workplace and experiential learning opportunities to ensure success. Ideal learning spaces will include flexible classrooms with technology enhancements and hybrid learning spaces. We will strive to look at the KPU experience through the lens of the student and use that perspective to work with what they bring to that path of exploration.

Success has many meanings. We endeavor to provide a holistic approach to higher education, one that balances career skills with innovative, experiential learning. To us success recognizes a range of definitions including educational choice, career aspiration, life skills, mental, physical, emotional, financial, social and spiritual well-being. We guide the student through a learning pathway from admission, progression, completion, graduation to employment and the fulfillment of becoming a participant citizen.

Student success at KPU is the responsibility of us all, that means faculty, staff, administration and alumni. The student’s experience

will be shaped and influenced by the actions, voices and interactions of the many dedicated KPU employees they will encounter in their quest to completion. We all play a part in helping students learn how to learn. We engage students in a learning environment with embedded support systems and diverse mentorship opportunities.

We collectively commit to the inspiration and formation of our learners and to their success through transformative curriculum, genuine mentorship, sharing our experiences, and creating a safe and welcoming environment for the realization of the self. We will construct a strategy for enhancing the student experience and expanding the range of teaching options for our instructors. We will build on the synergies between diverse units such as the Teaching and Learning Commons, experiential learning, accessibility services, open education and indigenous studies. To activate this array of initiatives we will mobilize the themes and strategies contained in the Academic Plan 2023 in the service of that success.

Goal 1: Enhance Student Success

- STRATEGY 1.1
- Through rigorous curriculum, teaching excellence and dedicated support systems we will prepare learners that:
 - 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.
- STRATEGY 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 and demonstrate their learning through e-portfolios.
- STRATEGY 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.
- STRATEGY 1.4
- KPU will adopt and implement UDL principles into its learning and public environments and strive to eliminate barriers to educational success.
- STRATEGY 1.5
- We will renew our approach to adult learners to reflect their unique challenges and promote programs and services designed specifically for them.
- STRATEGY 1.6
- We will harness and deploy digital technologies to enhance and complement on-campus learning and support services.
- STRATEGY 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.
- STRATEGY 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.

- University Library
 - Central Academic Advising
 - Degree Advisors
 - International Advising
 - Learning Centres
 - Accessibility Services
 - Multi-Faith Centre
 - Sport and Recreation
 - Indigenous Services for Students
 - ELS (English Language Studies) Lunch & learns, peer tutoring and conversation lounges
 - Assessment and Testing services
 - Counselling Services
 - Healthy University Framework
 - Admissions
- Student Enrolment Services
 - Registration
 - Orientation and Transitions
 - Student Awards and Financial Assistance
 - Career and Volunteer Services
 - Co-operative Education
 - Graduation and Convocation
 - Scheduling
 - Senate Office
 - Student Rights and Responsibilities Office
 - Systems and Reporting
 - Student Records
 - University Calendar
 - Liaison with Kwantlen Student Association

HOW DO WE SUPPORT STUDENT LEARNING?



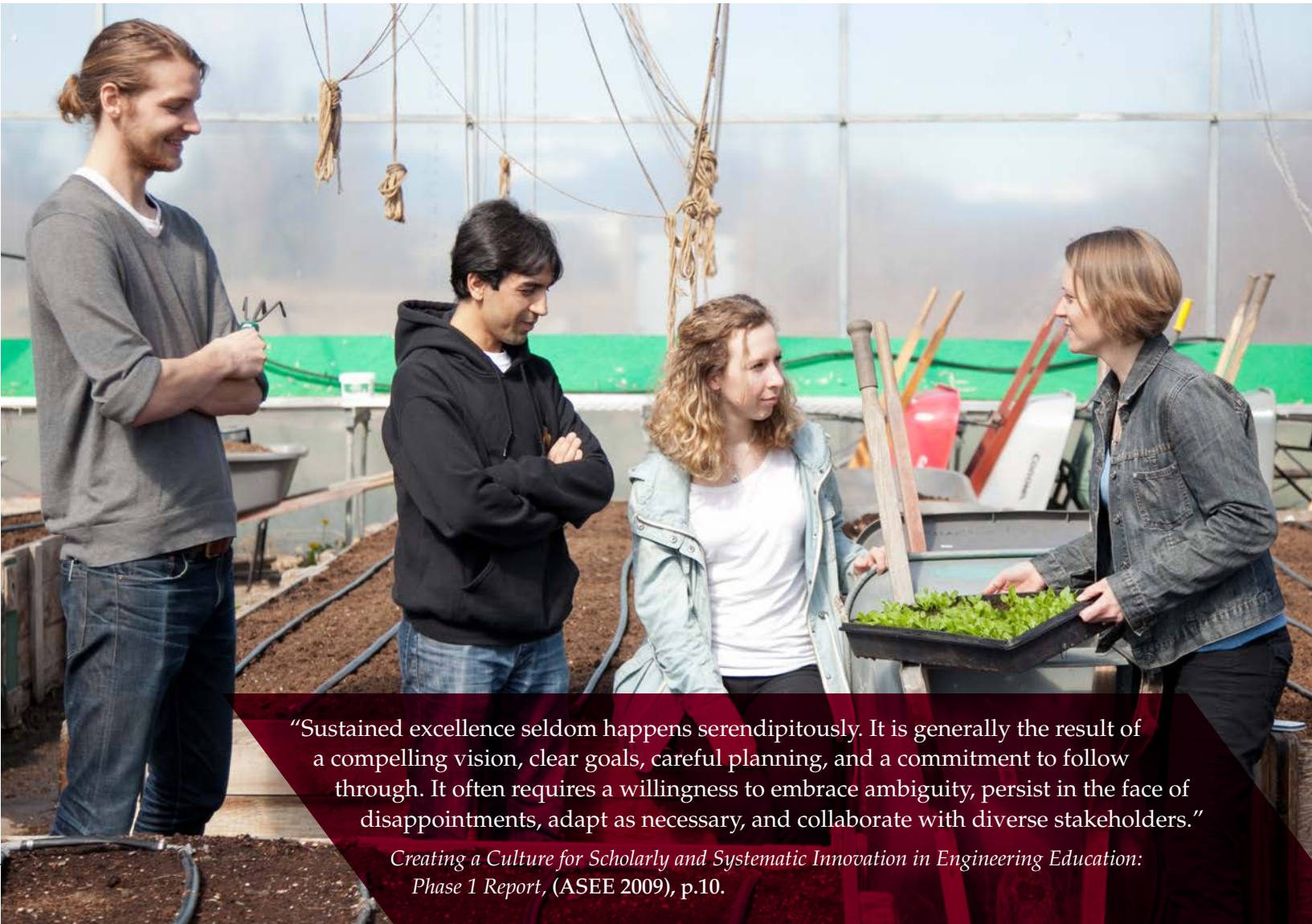
TEACHING EXCELLENCE

It’s different now. Today’s learning environments extend substantially beyond the traditional classroom. Students seek a wide range of options for their post-secondary education that recognizes their diverse lives and professional circumstances. As the global digital transformation and economic integration unfolds, universities must shift perspective and approaches to address present and future student and faculty needs. As an educational leader developing innovative responses to changes in our environment KPU fosters a direct engagement with external organizations, communities and industry and prepares learners for still-emerging practice futures.

Expert teachers actively work on their teaching through various forms of professional development including participating in professional learning communities of peers that encourage research-informed exchanges between faculty and diverse KPU researchers. As stewards of a resolute educational calling we will support and resource our instructors with the most current and effective technologies and coaching tools such as e-portfolios to enable the very best for our students. We will incentivize, recognize and celebrate the achievements of our educators. We will explore the fertile synergy between teaching and research, between core knowledge and experiential learning.

Educational research has proven that student achievement and success improve when integrated approaches to program planning, teaching and assessment are explicitly linked to teaching quality, enriched curriculum and program currency. Our aim is to have students partake of vibrant KPU classroom environments conducive to developing the skills needed to become lifelong, independent and self-regulated learners. KPU’s approach to teaching excellence, already a distinguishing feature of our delivery, will be further infused with corresponding plans and strategies developed to address Teaching and Learning, Research, Bridging Trades and the Academy, Internationalization, Indigenization, Open Education and the evolving transformation of the British Columbia K-12 curriculum.

As a teaching university we embrace quality programming and promote teaching excellence as foundational elements in addressing the needs of our diverse learners. We bring this to life by promoting an academic culture rooted in the synergies between teaching, learning, research and scholarship and in doing so we deepen our calling and extend our scope.



“Sustained excellence seldom happens serendipitously. It is generally the result of a compelling vision, clear goals, careful planning, and a commitment to follow through. It often requires a willingness to embrace ambiguity, persist in the face of disappointments, adapt as necessary, and collaborate with diverse stakeholders.”

Creating a Culture for Scholarly and Systematic Innovation in Engineering Education: Phase 1 Report, (ASEE 2009), p.10.

TEACHING & LEARNING

Teaching and Learning at KPU will concentrate on advancing our practice through our educators, our students, our learning environments and our infrastructure. We will pursue and activate our unique polytechnic university identity and teaching goals via four central areas of focus:

DIVERSITY

Diversity refers to the range of considerations educators have available today to excel in teaching; the diversity of our student population and their need to succeed; the variety of learning environments to best meet learning outcomes, access and expectations about curricular options.

QUALITY

Quality is achieved through continuous enrichment towards teaching excellence. By carefully monitoring and measuring student success and by developing institution-wide strategic planning, standards and corresponding infrastructure we will effectively and efficiently resource and establish appropriate learning environments for our students’ experience.

CONNECTION

As we activate our tag line “*where thought meets action*” we will cultivate connections through continuous interaction within and outside of KPU. Intentional connections will be sought to provide students with more learning opportunities, enrich teaching excellence, promote research and scholarship, strengthen partnerships at home and abroad and to showcase our collective efforts and enhance KPU’s reputation.

DISTINCTIVENESS

Distinctiveness builds on KPU’s status as a unique polytechnic university in Canada. To differentiate ourselves we must equip our range of educators with training and opportunities to advance their teaching practice and leadership, encourage specialized programs (e.g. Advanced Manufacturing, Traditional Chinese Medicine, Brewing, Sustainable Agriculture, Indigenous Community Justice) and provide learners the means to engage in scholarship enriched by research for more holistic learning experiences. KPU increases its global competitiveness by responding to global education and skills needs.

We recognize that teaching can take many forms and that there is a strong role for staff in ensuring the success of our learners. Our efforts to provide the richest learning environment for students are heightened by the meaningful encounters with the dedicated service staff who provide that extra boost to overcome obstacles, struggles and challenges.

Goal 2: Advance Teaching Practices

- STRATEGY 2.1 ➤ Support and enable teaching excellence and the use of research-informed research practices.
- STRATEGY 2.2 ➤ Integrate structures and resources to support teaching excellence and engaged learning.
- STRATEGY 2.3 ➤ Equip educators with skills and knowledge and further develop their teaching expertise through ongoing PD activities.
- STRATEGY 2.4 ➤ Assist educators to create more opportunities for faculty-led, student engagement in active learning and experiential learning.
- STRATEGY 2.5 ➤ Provide a range of learning environments and advance our existing classroom, technology-enhanced and online learning environments.
- STRATEGY 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.
- STRATEGY 2.7 ➤ Actively establish community partnerships in relation to teaching and learning.
- STRATEGY 2.8 ➤ Leverage and build on internal expertise.



“There is, I think, no point in the philosophy of progressive education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of the purposes which direct their activities in the learning process...”

Experience and Education, John Dewey (Collier-Macmillan, 1963), p.67.

RESEARCH AT KPU

Scholars at our polytechnic university engage in all kinds of research to pursue their subject expertise, publications and further inform the enrichment of their teaching practice. At KPU we live the tag line “where thought meets action”. Much of our research is closely intertwined with local industry. Our researchers work with local companies, NGOs and community groups to address and seek solutions for real challenges. Through the valuable work of our researchers and our research institutes we provide powerful experiences for our learners, add value and enhance our brand and profile. The external changes affecting our regional and provincial organizations and agencies present unique opportunities to strengthen and redesign the ORS and our KPU research community to respond to regional needs to partner with us on mobilizing and co-creating knowledge.

The former Office of Research and Scholarship will become the newly restructured Office of Research and Research Services (ORRS). It will provide enhanced orientation, mentoring and other research services that will raise KPU’s profile and capacity in the areas of applied research, basic research as well as the scholarship of teaching and learning.

The ORSS will serve as a place for researchers to reinforce and enhance their research capacity, secure support from diverse funders and to connect them to national and international private, institutional and governmental research networks, postsecondary institutions and research foundations. Secondly, the office will

support researchers to strengthen the accountability of research work by providing access to knowledgeable staff to assist with financial reporting, compliance matters, and communication.

An essential hub and portal for research at KPU, the ORRS is well positioned to showcase the talent of our researchers and scholars, as well as to support their efforts to produce creative work at the intersection of teaching/ learning and discovery/innovation. The ORRS is a place that encourages, facilitates and supports creativity and action; it is set up to be a catalyst for dialogue, strategic planning and collegial exchange around contemporary issues and research questions. KPU will support the ORRS and ensure it works closely with the KPU Library to provide the necessary support and materials for researchers to do their work. ORSS will foster strategic alliances with the Library and the Teaching & Learning Commons to support and forge ahead with research. Kwantlen Open Resource Access (KORA) will provide immediate global reach to support KPU researchers and their academic publishing.

At the same time the ORRS will maintain a seamless interaction with the Office of Teaching and Learning to provide the widest set of services, tools and training to elevate the role of research and its relationship to teaching at KPU. Our polytechnic university promotes and supports research through a comprehensive approach that enables researchers, enhances their knowledge acquisition and informs their teaching.

- Our vision for an effective and engaged ORRS rests on the following propositions:
- Research is critical to KPU’s credibility as a legitimate university.
 - Research at KPU will encompass applied research, basic research, and the scholarship of teaching and learning.
 - Research informs teaching and learning.
 - The optimum role of the ORRS is to showcase, promote, and support all research at KPU.
 - Research strengthens KPU.
 - Research expands students’ ways of learning by integrating learners into faculty-led and student-led research.
 - Our research institutes play a key role in connecting KPU to external industry and community partners and add a distinctive value to our university.
 - KPU upholds the principle of academic freedom.

While specifics of the university’s research endeavor are best determined and implemented through discussion among our community of scholars, the ORRS has a strategic role to play helping shape big questions and providing the means to pursue solutions to complex human problems.

Goal 3: Accelerate Research at KPU

- STRATEGY 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.
- STRATEGY 3.2

Develop and implement KPU Intellectual Property and Commercialization policies.
- STRATEGY 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.
- STRATEGY 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.
- STRATEGY 3.5

Ensure and encourage an enriched, direct connection between our research activities and our teaching and learning mission.
- STRATEGY 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.



INTERNATIONALIZATION

KPU’s Internationalization Plan sets out distinct strategies to enrich the university’s global learning environment by furthering cross-cultural engagement for all students, staff, faculty, external partners, and communities. These strategies help KPU increase its global competitiveness and respond to global education and skills needs.

The foundation for the support and success of international students at KPU will be built upon four pillars:

- Community engagement and support
- Global citizenship
- Partnerships and pathways
- Recruitment and retention

These pillars will be activated through carefully designed plans that will allow the strategic deployment of our KPU programmatic, pedagogical and facility capacity. Our approach will further integrate supports for students and faculty, enhance and streamline admission procedures and expand articulation agreements with international partners. These efforts will enable KPU to diversify its international student body while enriching the educational experience of our international students. KPU will approach international enrolment with a special focus on identifying an ideal mix of domestic and international students that will ensure all learners enjoy the benefits of cross-cultural exchange, peer-support, have access to courses and to the valuable mentorship of instructors and support staff.

KPU International will work with academic leaders to increase the awareness of global perspectives in all current and new curriculum

through enhanced teaching and learning methodologies. We will employ our global competencies courses and related content to assist staff, faculty and administration navigate cultural differences and to improve intercultural communication and social exchange.

The development of new and unique academic pathways and globally-focused program offerings will ensure KPU continues to be responsive to community and labour demand for all our students. These new program offerings, such as post baccalaureates, graduate diplomas and Master’s programs, will allow for KPU students to become successful future alumni in an increasingly interconnected global work force.

International experiences can be transformational for learners. Through participation in an international academic experience, our students are able to see the world from new and different perspectives, thereby enriching their academic experience and ultimately expanding their viewpoints. KPU will increase its efforts to create powerful experiences for all students via field schools, exchanges, and international internships. Through these international visits learners will take in unforgettable moments, expand their understanding of diversity in education and acquire a global outlook via an unmediated, personal and cultural experience.

At the same time KPU will explore and develop new ways to increase faculty and staff participation across all areas of the university. International exchanges and visiting scholar opportunities will enrich our teaching and learning with new energy, knowledge and diverse global perspectives.

Goal 4: Build a next generation KPU International

- STRATEGY 4.1**
- Support international students through a range of academic transition programs that enable students to participate fully in the KPU community of learners.
- STRATEGY 4.2**
- Foster a culturally and globally aware curriculum, being prepared to meet the needs of an international workplace, whether in Canada or internationally.
- STRATEGY 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.
- STRATEGY 4.4**
- Build new and strategic academic pathways and program offerings.
- STRATEGY 4.5**
- Develop and implement a streamlined application process.
- STRATEGY 4.6**
- Nurture an increased diversity in KPU’s international student body.
- STRATEGY 4.7**
- Develop an enhanced international advising model to optimize the effectiveness and efficiency of advisory services for international students.
- STRATEGY 4.8**
- Establish an international student emergency fund.





INDIGENOUS PARTICIPATION AT KPU

Over the past four years, KPU has expanded both the scope and the depth of its involvement with local and regional indigenous communities. We support and embrace the Calls to Action from the Truth and Reconciliation Commission. As we undertake an authentic indigenization of our educational delivery we do so understanding that this is a gradual and carefully laid out process encompassing the centering of indigenous knowledge and teaching methods in classrooms, developing and offering programming in indigenous languages and meaningful exchanges of knowledge and tradition. We acknowledge we must continue to make tangible efforts to decolonize our approaches while enabling the resurgence of indigenous agency in our learning activities. To do so we will actively seek the wisdom and experience of local indigenous knowledge keepers, leaders, First Nation communities, and indigenous organizations to help direct our efforts towards genuine ways to increase indigenous participation and education at KPU. We are dedicated to true partnerships, ongoing communication and consultation with the local indigenous communities on whose lands our university is located as well as with local community-based and grassroots indigenous organizations. As a start, we have produced online modules to promote an understanding of indigenous cultures to enhance our faculty, staff and administration's capacity to work with indigenous students and their diverse communities and to enhance our capacity to provide appropriate support to indigenous students.

KPU campuses are situated on the traditional territories of the Kwantlen, Katzie, Semiahmoo, Tsawwassen, Kwikwetlem, Qay'qayt and Musqueam First Nations and we share program delivery offerings with the Squamish First Nation. Of all our campus municipalities, Surrey has the largest urban indigenous population in British Columbia. Of note, 59% of the indigenous population in our KPU region does not currently have any post-secondary education. Recognizing a strong need to improve higher learning for indigenous learners, we are committed to post-secondary education being fully accessible and to jointly exploring how the university can significantly support local indigenous communities' educational needs. We strive to prepare our next generation of citizens and community leaders whose work will enhance local, national and international partnerships, organizations and various indigenous and non-indigenous cultural communities. KPU learners will have access to programs and courses that explore social justice in indigenous local/global contexts. This includes learning about the diversity of indigenous knowledge, cultures, languages, histories, justice systems, laws, governance, and community structures.

Through genuine consultation and rigorous development KPU will provide a culturally-safe and welcoming destination for indigenous learners in our region. The university prioritizes being a supportive and comfortable place connecting with and learning from indigenous peoples and their respective ways of knowing.

Our indigenous strategy will be focused on four key areas that will enhance current practices and identify new actions which will:

- create university-wide awareness of indigenous perspectives, cultures, traditions, histories and ways of knowing among all members of the university community.
- build a welcoming and supportive place to significantly increase enrolment and participation of indigenous students at KPU,
- enhance services and support for indigenous learners at the university.
- leverage the value indigenous ways of knowing can contribute to our overall educational mission.

Goal 5: Increase indigenous participation at KPU

- STRATEGY 5.1** ➤ Engage a manager of indigenous services.
- STRATEGY 5.2** ➤ Expand exposure of territory acknowledgment.
- STRATEGY 5.3** ➤ Provide cultural training to staff, faculty, administration, students and alumni.
- STRATEGY 5.4** ➤ Maintain an active Indigenous Advisory Committee.
- STRATEGY 5.5** ➤ Encourage the development of indigenous language courses.
- STRATEGY 5.6** ➤ Strengthen the organizational structure to support current KPU indigenous students and establish indigenous learning communities.
- STRATEGY 5.7** ➤ Enhance relationships with local First Nations and indigenous peoples and organizations.



OPEN EDUCATION

How else can we support student success? Open Education at KPU encompasses diverse activities that support program areas and lead the development of innovative global education initiatives. We encourage and emphasize new ways our faculty engage with colleagues world-wide in innovative knowledge-practice networks to improve the learning experience. Through this approach we serve as a model for the way our graduates will engage with their own professional and practice communities.

Significant actions that directly support students include the creation, adaptation, and adoption of open textbooks and other open educational resources that make paying for an education less challenging and more affordable. Our Open Education activities also promote the use of just-in-time learning strategies, the design of renewable assignments and other open pedagogies, the sustainable growth of the popular Zed Cred courses being offered,

and the development of courses and programs related to KPU’s partnership in the Open Education Resources network (OERu). KPU maintains essential links within the internal community that include the Open Education Working Group, the KPU Library, and Deans Council among others. Our Library services are nimble and being repositioned to meet the new demands of instructors transitioning to the principles of Open Education.

Our external outreach and collaboration with organizations such as BC Campus and the international OERu network helps nurture our growing reputation as a leader in this sector. This internal and external momentum sends a clear message to the higher learning community that we are committed to affordable education and to crafting new ways to enable learners to realize their ambition and career plans.

Goal 6: KPU becomes an international leader in Open Education research and practices

- STRATEGY 6.1** ➤ Support the adoption of open educational resources across all Faculties & Schools through education, training & support, system & role integration, and recognition.
- STRATEGY 6.2** ➤ Support the development, growth, and effective marketing of additional Zed Cred programs.
- STRATEGY 6.3** ➤ Develop a publishing infrastructure and systems to support the creation and adaptation of open educational resources.
- STRATEGY 6.4** ➤ Articulate OERu courses and offer an exit credential to the OERu network.
- STRATEGY 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.
- STRATEGY 6.6** ➤ Provide training and support for faculty to embrace open pedagogies.
- STRATEGY 6.7** ➤ Develop an institutional open education policy.
- STRATEGY 6.8** ➤ Embed and enhance e-portfolios that reflect open education strategies and acknowledge the added value of global open education practices.



BRIDGING TRADES AND THE ACADEMY

KPU Tech has a long history of innovation in teaching and curriculum. The Faculty of Trades and Technology now stands poised to reap the benefits of an economy built around STEM specializations and other advances in technical systems and digitization. As industries and municipal policies evolve to more advanced and dynamic processes, employers will need more talented people, especially those grounded in the wide array of technological skills, to mobilize a rapid digital transformation. Industry leaders have signaled a desire to engage with post-secondary institutions in the development of emerging curriculum content and currency.

KPU Tech will meet these labour market challenges of innovation through an expansion of its trades and technology offerings. We will continue to build a solid core of Red Seal trades while also enhancing the employability of learners through bridging programs that recognize vocational credit within an academic credit framework. In short KPU Tech will train a well-prepared workforce with enhanced technical skills to match an equally dynamic industry innovation agenda. As we move forward from the specific competencies of any given trade to an even more overarching set of skills that can be deployed across various occupations KPU Tech will bridge vocational and undergraduate credit while introducing new value-added training and training delivery options.

Goal 7: To enhance the employability of Trades and Technology apprentices and foundation program graduates.

- STRATEGY 7.1** ➤ To enable learners to ladder from apprenticeship trades training to undergraduate programs.
- STRATEGY 7.2** ➤ Enhancing the renewal of pedagogical techniques to address a wider base of competencies.
- STRATEGY 7.3** ➤ Encouraging a leap forward in providing hybrid, online, and micro-credential delivery.
- STRATEGY 7.4** ➤ Harnessing KPU’s digital transformation and technological data literacy to support and enrich the student experience.
- STRATEGY 7.5** ➤ Promote a direct connection to industry through Professional Advisory Committees and professional/trades associations.
- STRATEGY 7.6** ➤ Revitalize our approach to developing research across all trades and technology disciplines.

PREPARING KPU FOR THE BRITISH COLUMBIA K-12 CURRICULUM TRANSFORMATION

Post-secondary institutions in British Columbia are immersed in preparing for the arrival of graduates of the BC new high school curriculum in 2020. Over the next two years KPU will develop orientation modules and training to prepare faculty and to familiarize them with the changes in the new curriculum. While the content of that curriculum does not deviate from current content the manner in which young students engage with that content may be new pedagogical territory for post-secondary instructors across the province.

Our opportunity is to devise and enable a seamless transition from high school to university. This will require an understanding of the manner in which students coming out of this curriculum will have had an opportunity to be agents of their own learning paths and able to have more of a say in what they wish to explore throughout their educational journey.

The new curriculum aligns well with university 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 the new K-12 curriculum. We must build bridges across this educational transition to university while providing a framework and pedagogical tools to allow for a smooth transition that may enhance renewal of our own delivery models.

KPU educators are driven to excel. Through the ongoing and dynamic support of our Teaching and Learning Commons we will unleash an active program of professional development with a special emphasis on reinforcing faculty capacity to embrace and help shape BC's pedagogical future.

Goal 8: Prepare KPU for the incoming graduates of the BC K-12 new curriculum

- STRATEGY 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.
- STRATEGY 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 e-portfolio-based teaching and learning.
- STRATEGY 8.3

KPU will review programs in light of the changing educational climate in order to maintain currency. Opportunities to increase and recognize co-curricular and extracurricular learning will be a central feature of 21st century education.
- STRATEGY 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.
- STRATEGY 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.
- STRATEGY 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.
- STRATEGY 8.7

KPU will continue to promote the recognition of prior learning, and learning undertaken outside of the formal classroom.

GRADUATE STUDIES AT KPU

Building on the successful and solid foundation of our undergraduate programs we will pursue graduate programs that will transform KPU into a more comprehensive institution and expand the level of higher education learning available in our region. Through rigorous and relevant graduate degree offerings we will provide undergraduate students an opportunity to continue their career journey across our campuses and fields of expertise. Graduate programs will offer many members of our own workforce a path to upgrade their credentials through innovative new graduate degrees at KPU.

Over the tenure of this Academic Plan 2023, the university will consult, plan and establish a central office to administer graduate programs and work with all Faculties to develop and launch new unique graduate programming capable of further differentiating our unique offerings in the regional post-secondary sector. Simultaneously, KPU will provide for the further professional development of faculty and staff to address their specialized roles as graduate advisors and support. We will design and establish unique learning spaces and services targeted to meet the needs of graduate students.

Graduate programs will be informed by our proposed developments in research and by our advances in teaching and learning. Graduate programs as a rule fuse research and learning in a symbiotic relationship that elevates the learner experience and deepens the knowledge exchange. Graduate programs at KPU, including Master's degrees and Graduate Diplomas, will expand our scope and depth as a unique polytechnic teaching university.

There is ample evidence of a growing market for professionals with specialized trained in a variety of the disciplines taught at KPU. By embarking on the establishment of KPU-made Graduate studies, we will consolidate our position as a regional, rigorous, post-secondary institution capable of delivering a well-rounded, highly trained, and globally competent graduate.

Goal 9: To offer Graduate Studies at KPU

- STRATEGY 9.1

Establish an administrative unit to manage graduate education at KPU in 2018.
- STRATEGY 9.2

Engage the Faculties and Institutes in the development of unique and differentiated graduate diplomas, graduate certificates and Masters degrees.
- STRATEGY 9.3

Launch the new program development governance process for new graduate studies in 2018.
- STRATEGY 9.4

Activate Faculty workgroups and Senate Standing Committee on Academic Planning and Priorities to develop programming, programming standards and credential qualifications.
- STRATEGY 9.5

Launch first Master's program at KPU in 2021.
- STRATEGY 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.



KPU'S WORD

We stand firmly behind our educational mandate and commit to program and course delivery with a particular focus on:



QUALITY

programs will maintain currency, exhibit high standards of academic rigor and feature educational evaluation standards fully accountable to the learning community and funders. Our libraries and learning centres will stimulate learners to probe depth, method and academic rigor.



INTEGRITY

our classroom, lab, shop and online offerings will be carried out in a respectful, coherent, and fair manner.



DIVERSE TEACHING METHODOLOGIES

KPU will provide instructors with a range of learning environments, and access and training in current and emerging leading teaching practices.



DIGITAL READINESS

we will continue to advance our existing classroom technologies while enhancing all teaching modalities including face-to-face, flexible, hybrid and online learning environments.



A PEOPLE-FIRST APPROACH

academic, developmental and trades/ technology training will be centered on the individual and her/his potential. Our dealings commence at the level of the person and follow through to their integration into our community. We will promote a culture of academic integrity and excellence made possible by helping our instructors and students achieve their learning and research goals with the full collaboration and support of our dedicated staff and administration.



PRAGMATISM

our programming will evolve with the changing times; programs will feature outcomes that speak to future-focused thinking; teaching methodologies will reflect the very best ideas emanating from external and internal dynamic learning environments.



EXPERIENTIAL LEARNING

we will commit to providing every graduate with an experiential education opportunity during the course of their education at KPU.



A FORWARD-THINKING FRAME-OF-MIND

at KPU innovation and creativity will remain embedded in our ethos.



ACCOUNTABILITY

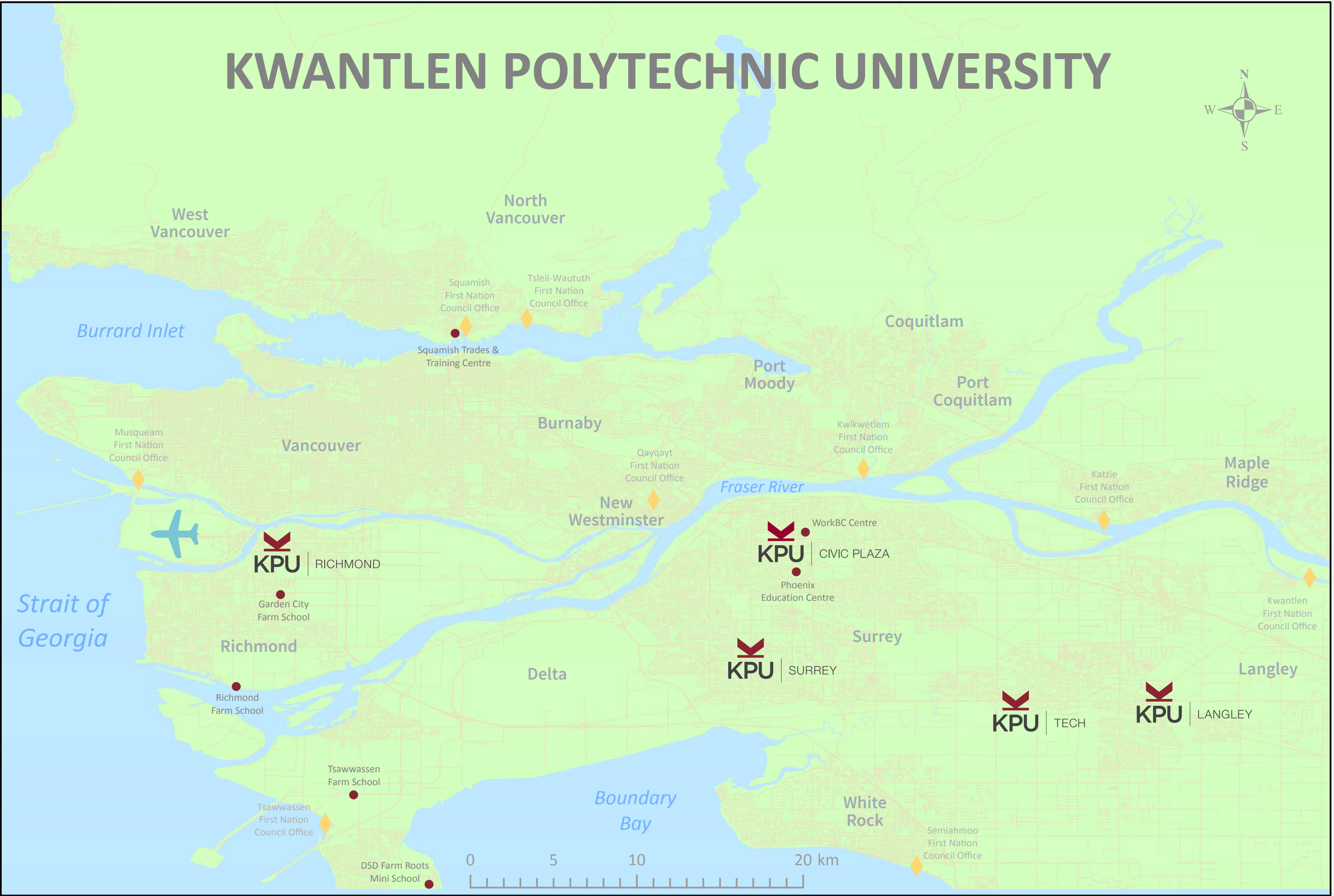
our programs will aim towards the most efficient use of our capacity, and will be answerable to government, industry, NGOs, taxpayers and the general community.



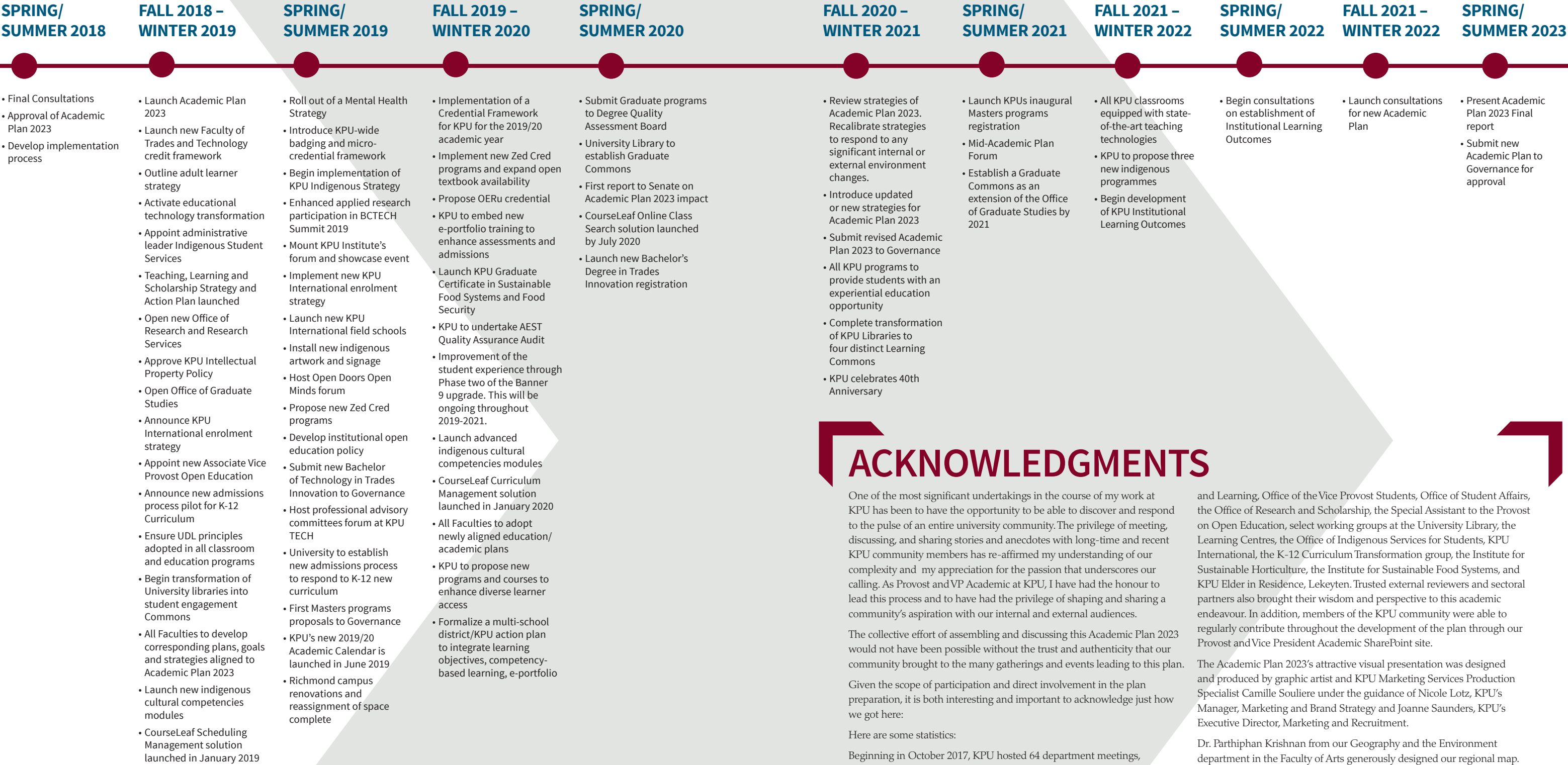
THE STUDENT OF THE FUTURE

we will be an institution where new and emerging learning methods are matched by an emphasis on delivering in multiple modes on multiple platforms and in multiple time frames. Our Faculties, our library and our learning supports will promote education and research at the intersection of thought and action through a supportive, catalytic and quality-focused mentorship of learning.

KWANTLEN POLYTECHNIC UNIVERSITY



ACADEMIC PLAN 2023 TIMELINE



ACKNOWLEDGMENTS

One of the most significant undertakings in the course of my work at KPU has been to have the opportunity to be able to discover and respond to the pulse of an entire university community. The privilege of meeting, discussing, and sharing stories and anecdotes with long-time and recent KPU community members has re-affirmed my understanding of our complexity and my appreciation for the passion that underscores our calling. As Provost and VP Academic at KPU, I have had the honour to lead this process and to have had the privilege of shaping and sharing a community’s aspiration with our internal and external audiences.

The collective effort of assembling and discussing this Academic Plan 2023 would not have been possible without the trust and authenticity that our community brought to the many gatherings and events leading to this plan.

Given the scope of participation and direct involvement in the plan preparation, it is both interesting and important to acknowledge just how we got here:

Here are some statistics:

Beginning in October 2017, KPU hosted 64 department meetings, representing 83 departments across all university Faculties and Schools.

In addition, the Academic Plan was presented, discussed, edited and reviewed through the assistance of Academic Council, the Polytechnic University Executive, the Senate Standing Committee on Governance, the Senate Standing Committee on Academic Planning and Priorities, Senate, the Provost’s Office, the Kwantlen Student Association, the KPU BCGEU office, the Kwantlen Faculty Association, the Office of Teaching

and Learning, Office of the Vice Provost Students, Office of Student Affairs, the Office of Research and Scholarship, the Special Assistant to the Provost on Open Education, select working groups at the University Library, the Learning Centres, the Office of Indigenous Services for Students, KPU International, the K-12 Curriculum Transformation group, the Institute for Sustainable Horticulture, the Institute for Sustainable Food Systems, and KPU Elder in Residence, Lekeyten. Trusted external reviewers and sectoral partners also brought their wisdom and perspective to this academic endeavour. In addition, members of the KPU community were able to regularly contribute throughout the development of the plan through our Provost and Vice President Academic SharePoint site.

The Academic Plan 2023’s attractive visual presentation was designed and produced by graphic artist and KPU Marketing Services Production Specialist Camille Souliere under the guidance of Nicole Lotz, KPU’s Manager, Marketing and Brand Strategy and Joanne Saunders, KPU’s Executive Director, Marketing and Recruitment.

Dr. Parthiphan Krishnan from our Geography and the Environment department in the Faculty of Arts generously designed our regional map.

A very special thank you goes out to the Confidential Assistant to the Provost, Linda Krenz for her organizational, operational and editing assistance in planning and scheduling our events and the final document.

A warm thanks to the hundreds of KPU community members for making this a truly collective effort and an exciting launch into our promising future.



»»» kpu.ca



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#5.7

June 23, 2018

Alan Davis

Agenda Item: **Appointments to the Search Advisory Committee for the Provost and VP, Academic**

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Board of Governors appoint _____ as Community Board Member Representative to the Provost and Vice President, Academic Search Advisory Committee
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Board Committee Report: For University Secretariat Use Only

Context & Background: Dr. Salvador Ferreras' term as Provost and Vice President, Academic at KPU is due to end on August 31st, 2019.

Key Messages: **1.** The process for the search and appointment of a new Provost and Vice President, Academic will follow Policy HR 20 [Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions](#), which includes the establishment of a "search advisory committee" as prescribed in the Appendix to the HR 20 [Procedures](#).

2. "The Advisory Committee shall be chaired by the President and shall consist of:

ii) One community member of the Board of Governors, appointed by the Board
...

iv) One student Board member appointed by the Board"

3. The President is seeking the Board's community member appointment to the search advisory committee. The Student Board member will be selected in September when the newly elected student governors' terms begin.

Submitted by: Keri van Gerven, University Secretary

Date submitted: June 19, 2018



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

Regular Meeting
#10
June 27, 2018
Alan Davis

Agenda Item: Senate Reports: May 28, 2018

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

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

Attachments Notes from the Senate Meetings held May 28, 2018.

Submitted by: Alan Davis / President & Vice Chancellor

Date submitted: June 20, 2018

Notes from the Senate Meeting of May 28, 2018

The Senate meeting of 28 May, 2018, saw the final passage of the 2023 KPU Academic Plan. After a long, and notably ambitious, consultation process the Provost brought forward the final document for a successful vote.

After a few months of research by Student Senator Kimberley McMartin, and Senate Student Researcher Anya Goldin, the Senate passed a motion to combine the committees on nominations and governance. The result is expected to be a more streamlined and efficient deliberative body.

The minimum qualifications tables for Counsellors and Learning Specialists were modified, and the process of nominating persons for the 2018/2019 Senate continued.

The Budget Committee, having resolved to begin its deliberations early, and to increase the clarity of its process, brought forward the key dates for the coming year's Budget Development Process.

The Senate also approved the suspension of the Public Safety Communications Certificate and the discontinuation of the Career Choices and Life Success Citation.

The Graduate Certificate in Sustainable Food Systems and Food Security (Concept Paper) was also approved, with the Senate noting the timeliness of the proposal, as well as the valuable way in which it drew on KPU's existing strengths.

After extensive consultation, Vision2023 was also endorsed by the Senate, with the President thanking Doctors Lori McElroy, Ken Stark, and Sunita Weibe for their work in its preparation.

The meeting, lacking the Vice-Chair of the Senate, was conspicuously productive.

Live long and prosper,
Dr. David P. Burns, Vice-Chair, University Senate



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#14

June 27, 2018

Keri van Gerven

Agenda Item: Election of Chair and Vice Chair

Action

Requested:

☒ Election

☐ Discussion

☐ Information

☐ Education

**Recommended
Resolution:**

N/A

**Board Committee
Report:**

For University Secretariat Use Only

**Context &
Background:**

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

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

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

- i) The Committee invites nominations for the Board Chair (or Vice Chair, as applicable) position and asks Members who are interested in serving as Chair or Vice Chair to contact the Committee and current Board Chair.
- ii) The Committee ascertains from those Board Member(s) who have been nominated, their interest and willingness to serve as Board Chair (or Vice Chair, as applicable).
- iii) Once ascertaining the interest of the nominated Board Chair (or Vice Chair, as applicable) candidate(s), the Committee confirms that the Board Member(s) is eligible for appointment or re-appointment to the Chair or Vice-Chair position.
- iv) An election for the position of Chair (or Vice Chair, as applicable) is held at the next Board meeting. The election is managed by the University Secretary.
- v) If there is only one candidate for the position of Chair (or Vice Chair, as applicable), the candidate will acclaim the position.



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

Regular Meeting
#14
June 27, 2018
Keri van Gerven

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

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

Key Messages:
[maximum of three]

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

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

Submitted by: Keri van Gerven, University Secretary

Date submitted: June 19, 2018