Regular Meeting Agenda

Board of Governors

Date: **June 28, 2017**
Time: **4:00 pm – 5:25 pm**
Location: **Surrey Campus,**
Cedar Boardroom 2110

Attending: Doug Beaton, Alan Davis, Gavin Dew, Allison Gonzalez, Marc Kampschuur, Jamie Kokoska, Michael McAdam, Hanne Madsen, Suzanne Pearce, Kim Rose, Sarbjeet Sarai, Eric Wirsching

Excused: Sandra Case, George Melville

Presenters and Administrative Resources: Salvador Ferreras, Phil Goulet, Marlyn Graziano, Jon Harding, Vivian Lee, Maggie MacKenzie, Lori McElroy, Joe Sass, Stefanie Singer, Keri van Gerven, Shelley Wrean

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

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

Agenda Item	Resource	Action	Time	Page
1. **Call to Order & Introductory Remarks**	**Hanne Madsen**		**4:00**	
2. **Approval of Agenda**	**Hanne Madsen**	M	4:00-4:01	
3. **Presentation: Safety and Security**	**Phil Goulet**	E	4:01-4:16	

4. **Consent Agenda**
    4.1. Minutes of May 24, 2017
    4.2. Election Rules and Regulations: Working Group Recommendations
	Hanne Madsen	M	4:16-4:18	**3**

5. **Governance Committee Report**
    5.1. Committee Chair Report
    5.2. Accountability Plan & Report 2016/17
    5.3. Vision 2023 Process
    5.4. Governance Retreat
	
	 Hanne Madsen
	 Alan Davis / Lori McElroy
	 Alan Davis
	 Alan Davis
		
		 I
		 M
		
		 M
		 I
			
			 4:18-4:20
			 4:20-4:30
			
			 4:30-4:35
			 4:35-4:38
				
				 21
				
				 109

6. **President's Report**
    6.1. Report to the Board
    6.2. Full Time Equivalent (FTE) Report to AVED for Fiscal year 2016/17
	
	 Alan Davis
	 Alan Davis
		
		 I
		 I
			
			 4:38-4:43
			 4:43-4:48
				
				 113

7. **Provost's Report**
    7.1. Report to the Board
    7.2. Academic Plan Annual Report
	
	 Salvador Ferreras
	 Salvador Ferreras
		
		 I
		 I
			
			 4:48-4:53
			 4:53-4:58
				
				 117

Regular Meeting Agenda
Board of Governors
Date: **June 28, 2017**
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             Cedar Boardroom 2110

8. Vice President, Finance & Administration's Report				
8.1. Report to the Board	**Jon Harding**	**I**	**4:58-5:03**	
8.2. Property Update	**Jon Harding**	**I**	**5:03-5:08**	
9. Notice of Election: Board Vice Chair	**Hanne Madsen**	**I**	**5:08-5:10**	**130**
10. University Secretary's Report				
10.1. Update on the Board Budget as at June 20, 2017	**Keri van Gerven**	**I**	**5:10-5:12**	**131**
11. Senate Report: May 29, 2017	**Alan Davis**	**I**	**5:12-5:14**	**132**
12. Issues and Concerns	**Hanne Madsen**	**D**	**5:14-5:17**	
13. Next Meeting Agenda Contribution	**Hanne Madsen**	**D**	**5:17-5:19**	
14. For the Good of the Order	**All**	**D**	**5:19-5:21**	
15. Feedback on the Meeting	**All**	**D**	**5:21-5:23**	
16. Appendix:				
16.1. **Report to the Board of Governors**	**Alan Davis**	**I**	**5:23-5:25**	

17. Next Meeting
     Regular Board Meeting
     Wednesday, September 27, 2017
     Surrey Campus, Cedar Boardroom
     4:00 – 7:00 pm
	Hanne Madsen	**I**	**5:25-5:26**	

18. Adjournment	**Hanne Madsen**		**5:25**	

Agenda Item:	**Consent Agenda**

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

Recommended Resolution:	**THAT the Board of Governors approve the following item on the Consent Agenda**: **4.1 Minutes of May 24, 2017** **AND** **THAT the Board of Governors receive the following for information:** **4.2 Election Rules and Regulations: Working Group Recommendations**

Attachments:	1. Minutes of the May 24, 2017 Board of Governors Meeting 2. Election Rules and Regulations: Working Group Recommendations
Submitted by:	Maggie MacKenzie
Date submitted:	June 21, 2017

Present

Board

Douglas Beaton / Acting Chair
Sandra Case
Gavin Dew
Alan Davis / President & Vice
 Chancellor
Allison Gonzalez
Marc Kampschuur
Michael McAdam
Suzanne Pearce
Kim Rose
Sarbjeet Sarai
Eric Wirsching

University Vice Presidents

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

Presenters and University Resources

Jane Fee, Vice Provost, Students
Anita Hamm / Director, Global Engagement
Vivian Lee / Director, Budgeting, Planning & Payroll
Maggie MacKenzie / Confidential Assistant, Board of
 Governors
Corinne Pitre-Hayes / Chief Information Officer
Joe Sass / Director, Business Performance & Advisory
 Services
Keri van Gerven / University Secretary & Confidential
 Assistant to the President & Vice Chancellor
Shelley Wrean / General Counsel

Regrets

Tanya Corbet
Jamie Kokoska
Hanne Madsen, Chair
George Melville

1. Call to Order

The Chair called the meeting to order at 4:13 pm and welcomed guests.

2. Approval of Agenda

Motion #33-16/17
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the agenda.

3. Presentation: Information Technology Strategic Plan

Corinne Pitre-Hayes, Chief Information Officer, presented the Information Technology Strategic Plan and highlighted the background and process for development of the plan. The Guiding Principles and five Strategic Goals and their respective initiatives and timelines, organized into three phases over a period of five years, were also outlined.

Discussion followed regarding progress to date, future IT reporting based on the five strategic goals, employee and stakeholder engagement, resource and system optimization and change management. It was also noted results of a faculty and staff survey are currently being analyzed. An administrative staff survey is in development as is a short survey that will be used on an ongoing basis.

Ms. Pitre-Hayes also advised that IT is working with Stephanie Chu, Vice Provost, Teaching & Learning, on implementation of digital ready classrooms and advised that the project is 40% complete with the expectation for completion within a year.

Doug Beaton noted that KPU's network was not able to be penetrated during the recent cyber security test conducted by Deloitte.

4. Consent Agenda	**Motion #34-16/17**
	MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following items on the amended Consent Agenda:
	    4.1 Minutes of March 29, 2017
	    4.2 Minutes of April 22, 2017
	AND
	THAT the Board Finance Committee receive the following for information:
	    4.3 Quarterly Cash Flows on Capital Report

5. Kwantlen Student Association Financial Statements for the year ended December 31, 2016	Doug Beaton advised that Kwantlen Student Association Financial Statements for the year ended December 31, 2016 were included in the Board Meeting package for information.
6. Audit Committee Report	*6.1 Chair Report* Doug Beaton advised that the items discussed at the meeting are included on the Agenda. *6.2 Draft Financial Statements for Year Ending March 31, 2017* Joe Sass highlighted the Draft Financial Statements for the Year Ending March 31, 2017 and confirmed that the statements are prepared in accordance with the *Budget Transparency and Accountability Act* of British Columbia. **Motion #35-16/17** **MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Draft Financial Statements for the year ending March 31, 2017 as recommended by the Board Audit Committee.** *6.3 Re-appointment of the External Auditor* Doug Beaton advised that the External Auditor is appointed annually in accordance with the *University Act* of British Columbia. **Motion #36-16/17** **MOVED SECONDED AND CARRIED THAT the Board of Governors approve the appointment of KPMG as External Auditor as recommended by the Board Audit Committee.**

7.	Finance Committee Report	**7.1 Chair Report**

7.1 Chair Report

Doug Beaton advised that the items discussed at the meeting are included on the Agenda.

7.2 2018/19 Budget Development Process

Joe Sass highlighted the 2018/19 Budget Development process based on a zero-based budget model, enhancements to reporting tools and continued transparency through regularly scheduled campus financial forums and budget consultation sessions with the university community.

Discussion followed and it was noted that feedback on the Budget Development Process has been positive. Congratulations were extended to Jon Harding and the Finance team for their work in evolving the process.

7.3 Program Concept: Advanced Manufacturing Technician Diploma

Salvador Ferreras presented the Program Concept for the Advanced Manufacturing Technician Diploma, based in large part on the internationally recognized Siemens Mechatronic Systems Certification Program, a comprehensive industry skills certification.

Michael McAdam joined the meeting.

The program includes practical hands on experience coupled with theoretical working knowledge with the latest technology. Implementation is planned for September 2018 and faculty have attended a training program in Germany. The program concept is working through the governance process and that information is being gathered for development of the business plan.

Discussion followed regarding domestic and international student and labour market demand, enrollment targets, high cost of tuition, a part time option, facilities, equipment and maintenance costs, funding opportunities and alignment with provincial government and corporate priorities.

Motion #37-16/17
MOVED SECONDED AND CARRIED THAT the Board of Governors approve the Program Concept for the Advanced Manufacturing Technician Diploma for implementation September 2018 as recommended by the Board Finance Committee.

8. Governance Committee Report

8.1 Chair Report

Committee Vice Chair, Sandra Case, advised that the Governance Committee reviewed the Sexual Violence & Misconduct Policy and Procedures for recommendation to the Board and noted that the Policy and Procedures were subsequently approved at the April 22, 2017 Board

Meeting. The committee also discussed the Agenda for the upcoming Governance Retreat which is included on today's Board Agenda.

8.2 Governance Retreat

Keri van Gerven noted that the Agenda for the June 26, 2017 Board / Senate Governance Retreat is included in the Board Package and advised that the focus of this year's retreat is changes in BC's K-12 sector and the impacts to KPU. Jan Unwin, Superintendent of Graduation and Student Transitions, Ministries of Education and Advanced Education and Jordan Tinney, Superintendent of Surrey Schools will be engaging in dialogues on the subject. The retreat also include three workshops: Bicameral Governance, Effective Governance using Robert's Rules of Order and Effective Governance using Technology.

9 President's Report

9.1 Report to the Board

Alan Davis advised that the President's Report is included in the Report to the Board.

Dr. Davis also announced that first year Brewing & Brewery Operations students won gold and silver medals in the 2017 US Open College Beer Championships and placed second overall in the top three Brewing Schools in North America.

The Board requested that a letter of congratulations, signed by Board Chair Hanne Madsen, be sent to the students.

10. Provost's Report

10.1 Report to the Board

Salvador Ferreras advised that the Provost's Report is included in the Report to the Board.

Dr. Ferreras also highlighted recent events including the Science Rendezvous held at KPU Langley with over 2,000 attendees, participation in the Langley Food and Beer Festival profiling KPU's Brewing and Brewery Operations Program, and the Open Doors: Open Mind Indigenous STEM forum held at KPU Surrey.

Dr. Ferreras stated that the Open Doors: Open Mind Forum brought Aboriginal students together with Aboriginal community leaders, connected students to STEM and Trades disciplines and featured Dr. John Herrington, retired NASA Astronaut and first Native American to travel to space.   Dr. Ferreras also advised that that the forum was made possible by the KPU Foundation and will be funded for the next two years.

10.2 Three Civic Plaza Update

Salvador Ferreras provided an update on Three Civic Plaza and noted that design is substantially complete, upper-level business and post

baccalaureate programming will be phased in and that the campus ready timeline is on track for January 2018. Dr. Ferreras also advised that he is working with Dean Wayne Tebb to develop contingency plans.

Dr. Ferreras advised that the Floors 1-3 (Levels 5-9) will be dedicated to teaching; Floor 4 (Level 11) will feature the KPU Testing Centre as well as new testing services that will be revenue generating; Floor 5 (Level 15) will be an Innovation Floor and will include a broadcast center to facilitate live stream interviews, lectures, etc. Plans also include an opportunity to host the proposed Surrey Community Changeover program, a partnership between KPU, the City of Surrey and SFU. This program is modelled after City Studio of Vancouver and would bring students, City of Surrey staff and members of the local community to explore and work on meaningful social issues.

Dr. Ferreras advised that he and Marlyn Graziano are discussing and developing plans for the launch.

10.3 Maple Leaf Education North America

Salvador Ferreras advised that the proposed lease was reviewed by the Board Finance Committee and that discussions are ongoing with faculty, IT, facilities and security.

11. Vice President, Finance & Administration's Report	**11.1 Report to the Board**
	Joe Sass noted that the Vice President, Finance & Administration's Report is included in the Report to the Board of Governors.
	11.2 Spruce Building Renovation Update
	Salvador Ferreras advised that the construction phase has begun with completion by April 30, 2018. All indications are that the project is on track and on budget. Dr. Ferreras also confirmed that key risks and mitigation strategies were identified during the planning phase and that the University Space Planning Committee has successfully accommodated all people displaced during the renovation. It was also confirmed that the Project Manager has developed a contingency plan.
12. University Secretary's Report	**12.1 Board of Governor's Elections - Students**
	Keri van Gerven announced that Natasha Lopes and Michael Wong were elected Student Board members effective September 1, 2017. Ms. van Gerven also noted that Ms. Lopes and Mr. Wong will be invited to attend the upcoming Governance Retreat and scheduled to attend a Board Orientation Session over the summer.
13. Senate Reports: March 27, 2017 and April 24, 2017	Alan Davis advised that the Senate Reports for March 27, 2017 and April 24, 2017 were included in the meeting package. Dr. Davis also announced that

Daniel Burns was elected Vice Chair of Senate and that the next Senate Meeting is scheduled for June 26, 2017.

Dr. Davis advised that Jennifer Au's term as Vice Chair of Senate concludes at the end of August and confirmed that she will be recognized for her dedication and service over the last three years.

14. Issues and Concerns   No issues or concerns were identified.

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
- Convocation is scheduled for May 30, May 31, June 1 and June 2.
- Board members were asked to contact Keri as soon as possible if they are able to attend.

17. Feedback on the Meeting   No further feedback was provided.

18. Appendix: *18.1 Report to the Board of Governors*

The Report to the Board of Governors was received.

19. Next Meeting   Wednesday, June 27, 2017 at the Surrey Campus, Cedar Boardroom 2110 at 4:00 pm.

Board members wishing to attend a meeting via videoconference or teleconference are 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.

20. Adjournment   The meeting adjourned at 5:22 pm.

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Board Chair

Agenda Item:	**Election Rules & Regulations: Working Group Recommendations**

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

Recommended Resolution:	**N/A**

Board Committee Report:	At its meeting held on June 12, 2017, the Board Governance Committee received the Working Group Recommendations and discussed the background and rational for joint Election Rules and Regulations for the University Board and Senate. The committee has requested that the University Secretary research how other teaching universities have applied Section 43(1) of the *University Act*.
Context & Background	Re: Election of Representatives to the University Board and Senate Rules and Regulations The *University Act* Sec 43 (1) states: *"The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting."* At the September 2016 meeting of the Senate Governance Committee, the Chair of the appeals committee outlined that a student appeal relating to the last Senate election had recently been reviewed by the appeals committee. While performing their review the appeals committee noted inconsistencies within the rules and suggested a thorough review occur. A working group was formed to review the Board and Senate Election Rules as follows: ▪ Zena Mitchell, *University Registrar and Chief Returning Officer,* ▪ Chamkaur Cheema, *Faculty Senator and Governance Committee representative,* ▪ Allison Gonzalez, *Student Senator Governance Committee representative,* ▪ Claire Marchant, *KPU Legal Counsel*
Key Messages:	The recommendations of the working group are going forward to the Senate Governance committee. If approved at the June meeting of Senate the revised rules will come to the Board for information at its September meeting.

The recommendations of the working group are as follows:

1. **Revise the draft election rules and regulations per the attached recommendations.**

2. **Include a verification statement on the voting page of the online election site that states,**

As a voter, you have the right to cast your ballot for the candidate(s) of your choosing free of outside influence. If you have any concerns about your ability to cast your ballot freely, please contact elections@kpu.ca

3. **Request that IT include a mechanism on the voting page within the online election site requiring voters to confirm/consent to the following statement before being routed to the page where votes are cast:**

☑ *I understand and agree that I can only use my own KPU-issued login credentials to cast a vote in this election, and confirm that I will cast my vote using my own KPU-issued login credentials.*

Submitted by: Zena Mitchell, University Registrar and Chief Returning Officer

Date submitted: June 13, 2017

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

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

REPRESENTATION

BOARD OF GOVERNORS

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

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

SENATE

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

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

DEFINITIONS

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

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

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

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

KPU: Kwantlen Polytechnic University.

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

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

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

ELECTIONS & CAMPAIGNS FOR ELECTION

ELECTIONS

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

The elections shall be conducted by an online ballot.

CAMPAIGNS FOR ELECTION

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

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

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

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

Commented [ZM1]: Definitions have been added for:
- Current KPU Students
- Election Register
- KPU
- Voters List

Commented [ZM2]:
This definition ensures compliance with the University Act which states:

45 (1) In every year in which an election is to take place, the registrar must prepare an alphabetical list, to be called the election register, of the names and known addresses of all members of the convocation who are entitled to vote at an election.

The Act defines the members of the convocation as follows:

5 (1) The convocation of a university is composed of the following persons:
(a) the chancellor, who is the chair;
(b) the president;
(c) the members of the senate;
(d) all faculty members;
(e) all persons who are graduates of the university;
(f) all persons whose names are added to the roll of the convocation by the senate;
(g) all persons not previously referred to in this section who are named on the roll of the convocation of that university immediately before July 4, 1974.

By virtue of the fact that only students who complete senate-approved curriculum are eligible to be added to the Convocation roll, we need to be specific about who are considered "current students" in the context of elections.

This definition provides greater clarity while ensuring compliance with the Act.

Commented [ZM3]: This is what is required by the Act, per the above definition, which the Registrar maintains.

Commented [ZM4]: This is what is made available to candidates/voters for viewing.

Commented [ZM5]: Examples of fair play rules have been added.

Commented [ZM6]: This statement has been revised for greater clarity.

Commented [ZM7]: Newly added section.

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

Commented [ZM8]: Newly added section.

TERMS OF OFFICE

BOARD

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

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

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

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

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

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

SENATE

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

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

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

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

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

VOTERS LIST/ELIGIBILITY TO VOTE

BOARD

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

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

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

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

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

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

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ELIGIBILITY TO RUN FOR OFFICE

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

> **Commented [ZM9]:** Newly added section.

BOARD

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

FACULTY

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

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

There are eight Faculties for purposes of these elections:

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

> **Commented [ZM10]:** Updated

PROFESSIONAL SUPPORT STAFF

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

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

STUDENTS

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

SENATE

FACULTY

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

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

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> Faculty of Health
> Faculty of Science and Horticulture
> Faculty of Trades and Technology
> Faculty of Educational Support and Development

> **Commented [ZM11]:** Updated

PROFESSIONAL SUPPORT STAFF

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

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

STUDENTS

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

NOMINATIONS

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

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

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

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

FACULTY

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

PROFESSIONAL SUPPORT STAFF

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

STUDENTS

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

CANDIDATE LISTS

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

COUNTING OF BALLOTS

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

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

DECLARATION OF ELECTION

BOARD

FACULTY

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

PROFESSIONAL SUPPORT STAFF

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

STUDENTS

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

SENATE

FACULTY

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

PROFESSIONAL SUPPORT STAFF

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

STUDENTS

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

ANNOUNCEMENT OF RESULTS/REPORT OF ELECTION

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

COMPLAINTS/APPEALS

> **Commented [ZM12]:** This section has been expanded to provide greater clarity.

COMPLAINTS

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

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

APPEALS

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

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

Decisions of the Senate Standing Committee on Appeals are final.

VACANCIES DURING A TERM OF OFFICE

BOARD

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

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

SENATE

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

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

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

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

Agenda Item: Accountability Plan & Report 2016/17

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

Recommended Resolution:	**THAT the Board of Governors approve the Accountability Plan & Report 2016/17 for submission to the Ministry of Advanced Education as recommended by the Board Governance Committee.**

Board Committee Report: At its June 12, 2017 meeting, the Board Governance Committee approved the Accountability Plan & Report 2016/17 for recommendation to the Board of Governors and submission to the Ministry of Advanced Education.

Context & Background: The Institutional Accountability Plan and Report is an annual report that fulfills the requirement of public sector organizations to operate under the Taxpayer Accountability Principles and to meet the requirements of the Ministry's Accountability Framework.

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

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

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

Key Messages: *[maximum of three]*	**1. The report must be approved by the Board of Governors prior to submission to the Ministry of Advanced Education. It must be submitted to AVED by July 14.** **2. The Draft Accountability Plan & Report for 2016/17 is attached.** **3. The Report is complete with a few exceptions:** **i) the Accountability Statement needs to be finalized and signed** **ii) a few more items need to be added to the Strategic Priorities section** **iii) the following performance measures in Chapter 6 need to be updated when the data becomes available in June: 2, 3, 24, 25, 26, 27, 28, 29, 45, 46, 47, 63, 73, 74** **iv) the unsigned audited financial statement will be replaced with the signed one**
Resource Requirements:	N/A
Implications / Risks:	Failing to submit the Accountability Report to AVED by July 14, 2017, will have a negative impact on our reputation with the Ministry.
Consultations:	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:	Draft Accountability Plan & Report 2016/17
Submitted by:	Lori McElroy / Executive Director, Institutional Analysis & Planning
Date submitted:	June 13, 2017

Kwantlen Polytechnic University

Accountability Plan and Report
2016/17

Where thought meets action

KPU
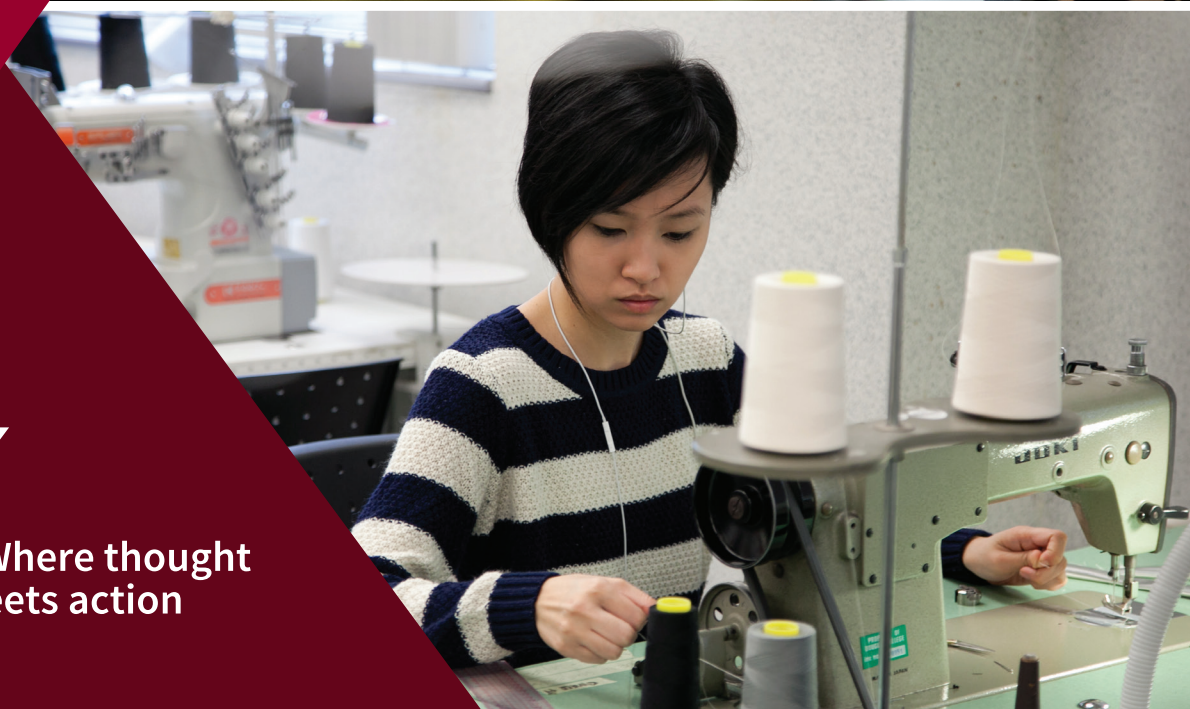
Accountability Statement

Minister of Advanced Education
Province of British Columbia
P.O. Box 9059, STN PROV GOVT
Victoria, BC V8W 9E2

July 14th, 2017

Dear Minister X,

We are pleased to submit KPU's institutional Accountability Plan and Report for 2016/17 and we affirm that, in accordance with KPU's governance structure, the Board Chair and the President/Vice Chancellor are accountable for achieving its objectives.

This report fills the reporting requirements of the Taxpayer Accountability Principles. Highlights of actions KPU has taken to address the priorities outlined in the mandate letter from the Ministry of Advanced Education follow. Further information is provided in the *KPU's Strategic Priorities* section of Chapter 1.

KPU has met 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, reallocating $3,045,000 of Ministry funding for 2016/17 towards programming to address in demand occupations, and achieving 100% of our Skills Gap Plan targets.

KPU continues to meets its financial targets, achieving a modest surplus for 2016/17, and developing a balanced budget for 2017/18. Our 2016/17 audited financial statements received an unmodified audit opinion and 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.

KPU continues to fulfil its polytechnic mandate by ensuring access to affordable and quality higher education that leads to employment to the South Fraser Region, the fastest-growing population in BC. This population growth represents an opportunity for KPU to similarly expand, and thus maximize its contribution to meeting BC's labour market needs. KPU has been very successful with its limited resources, and increased funding would allow KPU to provide greater support and wider program options across more campuses in order to better meet the diverse and expanding needs of this region.

We look forward to working with the Ministry and with community and industry partners to address this situation in a creative and mutually beneficial way that reflects and capitalizes on our polytechnic and university mandates.

We stand ready to address more of the higher education needs of this region; a region which is so crucial to the social, cultural and economic future of BC.

Our intent is explicitly stated in the nine goals contained within our VISION 2018 Strategic Plan, and our three themes align well with the objectives of the BC government: quality, relevance and capacity. We have included in this Report the June 2017 update of our progress towards these nine goals.

We continue to appreciate very much the support we receive from the staff at AVED. We look forward to further productive working relationships in the coming year to achieve the goals of the government of BC, especially as they relate to the social, cultural and economic vitality of the South Fraser region, and to provide value and accountability to the citizens of BC.

Sincerely,

Hanne Madsen   Alan Davis
Board Chair   President and Vice Chancellor

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1. Strategic Direction

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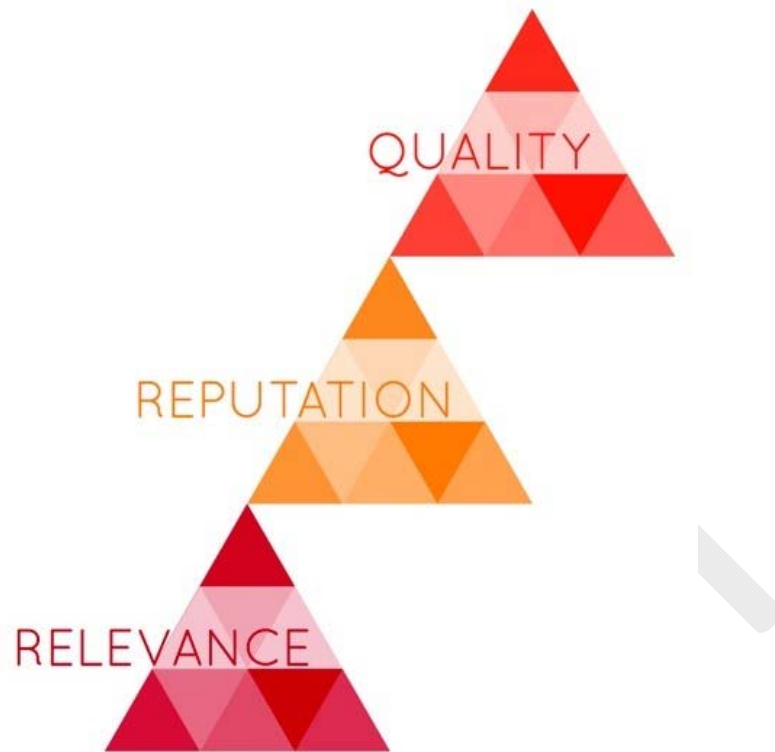
- ➢ QUALITY:
  - All KPU graduates are prepared for global citizenship and rewarding careers.
  - Learner engagement and retention at KPU show continuous improvement.
  - KPU is a well-managed, integrated, and transparent organization that supports learning.

- ➢ 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

KPU priorities for 2016/17 continue to focus on achieving the goals laid out in its strategic plan, *VISION 2018*. This includes activities in the following areas, with reference to KPU's VISION 2018 goals in parentheses:

➢ Enhancing Student Experience (*Successful global citizens; Engaged learners; Expanded educational access*):

- KPU as a community, commits to supporting every student in their first year as they explore the larger world and their own possibilities within it. KPU's vision for the first year is: an experience where all students belong, engage, are supported and thrive. The First Year Committee, consisting of representatives from across KPU, provides leadership in implementing an integrated and intentional approach to the first-year experience of KPU students to improve retention and student success.

- KPU is implementing Degree Works to improving academic planning. Degree Works is a comprehensive academic advising, transfer articulation, and degree audit solution that helps students, advisors and graduation staff successfully negotiate an institution's curriculum requirements, ultimately contributing towards improved retention and completion. In an online environment with a user-friendly interface, Degree Works will streamline student program planning, helping them make informed choices. With the transfer equivalency component, it will increase the ability for transfer students to easily map existing coursework to KPU programs, articulate those credits, and have them applied toward their intended credential. A soft launch of the degree audit functionality is planned for Fall 2017, followed by the rollout of the transfer equivalency and student education planner components in 2018.

- KPU continues to work on improving our transfer credit system, making transferability the default for new courses, simplifying the course prerequisite structure, developing course-by-course articulations and block transfer agreements and enhancing our transfer credit database. With a more effective transfer system, KPU will be more attractive to students with previous post-secondary credits and speed up their time to graduation.

- The development of the Kwantlen Polytechnic University (KPU) Civic Plaza campus is on schedule for a targeted January 3, 2018 launch. The schematic design for the campus has been completed and all documentation is ready to allow for substantial completion of the fit-out by November 30th and a campus ready date of January 3rd. Programming for KPU Civic Plaza is currently under review with the majority of the focus on upper-level business and post-baccalaureate programming.

- The new Chip and Shannon Wilson School of Design building, located at the KPU Richmond campus, will be home to a range of design programs including the bachelor of design in fashion and technology, the bachelor of interior design, and continuing and professional education. It will also house the new product design and technical apparel design programs.The ground breaking ceremony for the 6,026m², 5-storey, LEED gold

building was on July 4, 2016. The project is currently on budget and on schedule for completion in December, 2017.

- A significant renovation of KPU Surrey's Spruce building is being funded by the federal Post-Secondary Institutions Strategic Investment Fund and the provincial Ministry of Advanced Education. The funding will support a 3,300 square-metre renovation and a 2,100 square-metre addition to the building. The renovation will extend the life of the building, reduce energy consumption, and provide additional education spaces including science labs, fine arts studios, digital arts labs and 3D shops. Project planning began in Fall 2016 and work began on April 13, 2017. The project is on budget and on schedule with Phase One completion planned for August 2017 and total project completion by April 30, 2018.

- KPU remains the leading institutional adopter of open textbooks in the Province, now with more than $500,000 in student savings through adoptions in over 150 course sections. Research at KPU has shown that this initiative has resulted in improved course performance and better student persistence. Through the creation of a new position (University Teaching Fellow in Open Studies) and with the support of BCcampus, KPU has continued to encourage and promote the development and use of open educational resources (OER) by organizing professional development opportunities for our faculty, launching a small OER grant program, developing step-by-step guides, and providing one-on-one support. Our faculty, staff, and administrators are now routinely called upon to assist those at other post-secondary institutions who wish to support post-secondary affordability and pedagogical innovation through the use of OER.

- Dr. David P. Burns and a team of KPU student researchers at the Kwantlen Educational Policy Incubator [KEPI] are building a set of multimedia resources and policy proposals to assist post-secondary institutions prepare for the influx of students entering the sector in the near future. The incubator's goal is to make KPU the hub for conversation and expertise for the next stage of this significant transformation process. The KEPI team is also partnering with the Surrey School District in a joint research project to study and build mechanisms for the next generation of high school students to demonstrate a wider scope of knowledge and skills acquired during the course of their high school education and concurrent volunteer experiences.

➢ Improving Opportunities for Aboriginal Learners (*Successful global citizens; Engaged learners; Expanded educational access)*:

- In 2014 KPU's Academic Plan committed our institution to the implementation strategies and initiatives aimed at increasing the participation and enhancing the success of Aboriginal learners. Over the past three years we have launched diverse projects that honour the relevant calls for action in the Truth and Reconciliation Commission while paving the way for a more significant relationship with our local and regional Indigenous communities.

- KPU has continued to successfully deliver a suite of training programs in trades in collaboration with the Squamish First Nation Trades Centre (STC) in North Vancouver. We have embarked on a strategic planning exercise to establish a more formal relationship with the STC to enhance their educational delivery to include business, design, health and arts programming.

- In 2016 the university was successful in obtaining one-time Skills Development Employment Benefit funding from the Ministry of Advanced Education that enabled the commissioning of a substantial report on the needs of Aboriginal learners in the KPU region. This report will allow us to identify specific groups and disciplinary areas of training to plan and fine tune relevant and in-demand educational programs to our local Aboriginal communities.

- Most recently KPU hosted two public events aimed at attracting Aboriginal students from our local school districts. The first was aimed a general programs and the second combined presentations, hands-on activities and a keynote speaker focused on encouraging Aboriginal students to explore and embrace STEM disciplines.

- Finally, in the Fall of 2017 KPU will be rolling out a series of four Indigenous Competencies on-line training modules for faculty, staff and administration to better equip our educational leaders and instructors with relevant contextual knowledge, cultural practices and other valuable tools to enhance the participation of Aboriginal students at the university.

➢ Focus on Quality (Effective organization; Recognized teaching and scholarship):

- KPU's Teaching and Learning Strategy and related Action Plan are currently under development by the Vice Provost Teaching and Learning. The plan will include applied and scholarly activities around teaching and learning, link with KPU's Research plan and strengthen the synergy between instructors' scholarship, professional development, research and KPU's academic programs and students' learning experiences. Teaching Fellows in Open Education, Learning Outcomes and Experiential Learning have been appointed for a one-year pilot and are members of the new Teaching and Learning Commons which aims to provide consultative support, training and professional development for KPU's educators.

- KPU's Provost and the Vice-Provost of Teaching and Learning have embarked on a development project to revitalize trades apprenticeship and foundation teaching

practices. This project will aim to infuse those programs with pedagogical practices and educational technologies more commonly associated with the academic, developmental and other applied programs at the university. The accelerating and sometimes disruptive advances in technology, emerging work practices and changing labour market needs are all compelling factors that suggest this is an opportune time for renewal and alternative models to deliver trades and technology training. This collaborative exercise will help KPU prepare graduates for a new digital future and enhance their employability through a more comprehensive skills training approach.

- Working collaboratively, the Office of the Provost, the Kwantlen Faculty Association, the Deans, the Office of Institutional Analysis and Planning, and the Office of Teaching and Learning, have been developing an evaluation system designed to recognize, encourage and support faculty in their professional growth. Consistent with good educational practice, the evaluation provides faculty an opportunity to obtain feedback on performance from their students, peers, and administrators. The information obtained will be considered in decisions that determine training needs, and support ongoing employment. It is also an opportunity to discuss personal accomplishments and plan for future development. While the Faculty Performance Guide, a first for KPU, will be a 'living document', we anticipate testing it with a group of faculty this coming academic year.

➢ Ensuring Continued Relevance of KPU Programming (*Successful global citizens; Engaged learners; Community engagement; Expanded educational access)*:

- KPU is helping to deepen the talent pool in BC with an ongoing process that works to align core educational programming and applied learning with relevant industries and in-demand jobs in the technology sector. This discipline includes working with municipal and provincial governments to understand which job skills will be in demand in future. A recent example is the partnership that was signed between KPU and Siemens Canada aimed at accelerating the implementation of Industry 4.0 advanced manufacturing concepts and creating a future-focused, high-quality and globally relevant advanced manufacturing training program. Through this partnership, KPU will offer students the Siemens Mechatronics Systems certification program in association with the Siemens Canada Engineering and Technology Academy (SCETA). This program will set the foundation for future academic offerings at KPU, including a diploma in Advanced Manufacturing, and focuses on training students in key areas in-demand in the technology sector. In addition to creating skilled workers in the technology sector, this program will teach a holistic, hands-on approach to automation that can improve efficiency, productivity and quality and ultimately decrease time to market in businesses including aerospace, materials processing, machine building, automotive, transportation, building technologies and mining.

- KPU's Office of Institutional Analysis and Planning produced a recent paper titled "Understanding mature learners in the KPU region and their diverse education needs". The development of this paper was highlighted in KPU's 2016 Accountability Report. This paper will help shape a unified approach to mature learners and will guide the university's

program and course development by identifying new and existing high-demand and fast-growing career choices for learners. KPU will focus on these areas to ensure educational offerings meet the needs of the labour market and meets the needs of prospective mature students who are motivated by labour market demand. As an integral component of our Strategic Enrolment Management Plan, the paper will help align our approach to Prior Learning Assessment and Recognition, our emerging Aboriginal participation strategy and our Internationalization plan. Understanding the best avenues to reach the different mature student groups (i.e. recent immigrants, individuals who want to complete their degree, individuals who want to upgrade to further their career) will ensure individuals will become familiar with our large range of relevant, in demand programs as well as the delivery options and supports designed to meet their needs. Among the many recommendations outlined, the paper emphasizes online learning and re-designed programs to offer individuals who attend class in-person with greater flexibility, scheduling classes on the weekends or evenings, programs with multiple entry, exit and re-entry points and short, just-in-time training and upgrading.

- KPU joined Polytechnics Canada in early 2017 with a stated intent to participate as a full partner in the important national and provincial developments related to skills, innovation and digital transformation. As both Canada and BC make huge investments in physical infrastructure and innovation capability, Polytechnics play a key role in preparing a future workforce through the establishment and continual development of industry-responsive applied programs, upgrading, and applied research collaborations that cultivate strong links between the post-secondary and industry sectors. KPU joins its partner institutions in promoting a sectoral approach to modernizing training and retraining systems, enabling work-entry opportunities for youth, enhancing apprenticeship-type learning, exploring micro-credentialing and other alternative forms of just-in-time training for a rapidly evolving work environment.

- KPU is increasing our partnerships within the communities we serve, including ensuring that all programs that have program advisory committees, to ensure our program remain relevant.

➢ Fostering Health and Well-Being (*Effective organization; Engaged learners*):

- Work is underway to implement the Healthy University initiative at KPU. A key priority for KPU is to create a campus culture that fosters health and well-being and embed health promotion into our programs, practices and policies. To ensure personal and educational success, KPU's health initiatives will focus on six dimensions of wellness: Mental, Social Well-being, Emotional, Physical, Financial and Spiritual. Our goals for the Healthy University Initiative are to:
  o Increase health awareness throughout the KPU community
  o Build individual and organizational resilience
  o Develop a supportive, inclusive campus environment

- Over the past year, two working groups, consisting of students, faculty, staff and administrative employees from across the University were established and tasked with developing and implementing an action plan.

- The student champions working group is compiling an inventory of all health and wellness related activities that impact students across KPU to inform the work of the broader committee, build awareness, broaden participation and collaboration across units, assess where funding is or is not reaching and identify gaps in service or delivery.

- The employee champions working group has been reviewing utilization data of the support services currently available to employees in order to identify gaps and areas to focus. Plans are underway to conduct an employee survey in the Fall in order to determine the needs of the KPU community with respect to programs, activities and services that support the health and well-being of our employees.

- KPU has expanded the range and number of fitness and recreation programs for students and employees through the repurposing of funding used in past years exclusively for varsity athletics. Two new fitness studios have been built in the past year, ensuring that call campuses have access to wellness programming.

➢ Expanding KPU's Operational Effectiveness (*Effective organization; Expanded educational access)*:

- Senior Leadership continues to actively participate in the development and implementation of the Common Online Application Project, now known as Education Planner BC (EPBC). The Provost and Vice President, Academic, as a member of the EPBC Governance committee, contributed to the development and delivery of recommendations to the Steering committee who will soon proceed with sector consultation. The Provost continues to participate in this project as a member of the newly formed EPBC Financial Modelling working group. The Vice Provost, Students chairs the EPBC Policy committee, dedicated to providing the policy recommendations to guide future enhancements to the Education Planner BC site, and also sits on the Steering committee. The Registrar, through her membership on the BC Registrar's Association, is involved in regular consultations on the project.

- As part of a nationwide call to action, KPU joined with universities and colleges from across BC and Canada to review and expand its policies and procedures that address Sexual Violence and Misconduct. In so doing, KPU has reaffirmed its commitment to establishing a culture of a safe and respectful learning and working environment where all members of the community are free from sexual violence and misconduct. In 2016 a President's Advisory Group was created and tasked with ensuring the university meets the legislative requirements. This included developing a policy consistent with BC Government legislation, and consulting with students, employees and other groups throughout the process. Following months of work, the President's Advisory Group on Sexual Violence and Misconduct developed policy and procedures which were approved by the Board of Governors on April 22, 2017. These are posted on our policy website as Policy SR14: http://www.kpu.ca/policies. The President's Advisory Group will guide

implementation of the policy over the next year. Ongoing education will be of critical importance to establishing a robust culture of a safe and respectful learning and working environment.

- The university has implemented new policies and appeals related to student conduct and academic integrity, ensuring that processes are fair and transparent.

- We continue to enhance both physical and cyber security with the hiring of Chief Safety Officer, phased implementation of CCTV and card lock systems (including related policies and procedures) across all campuses and enhancements to IT security.

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2. KPU Profile
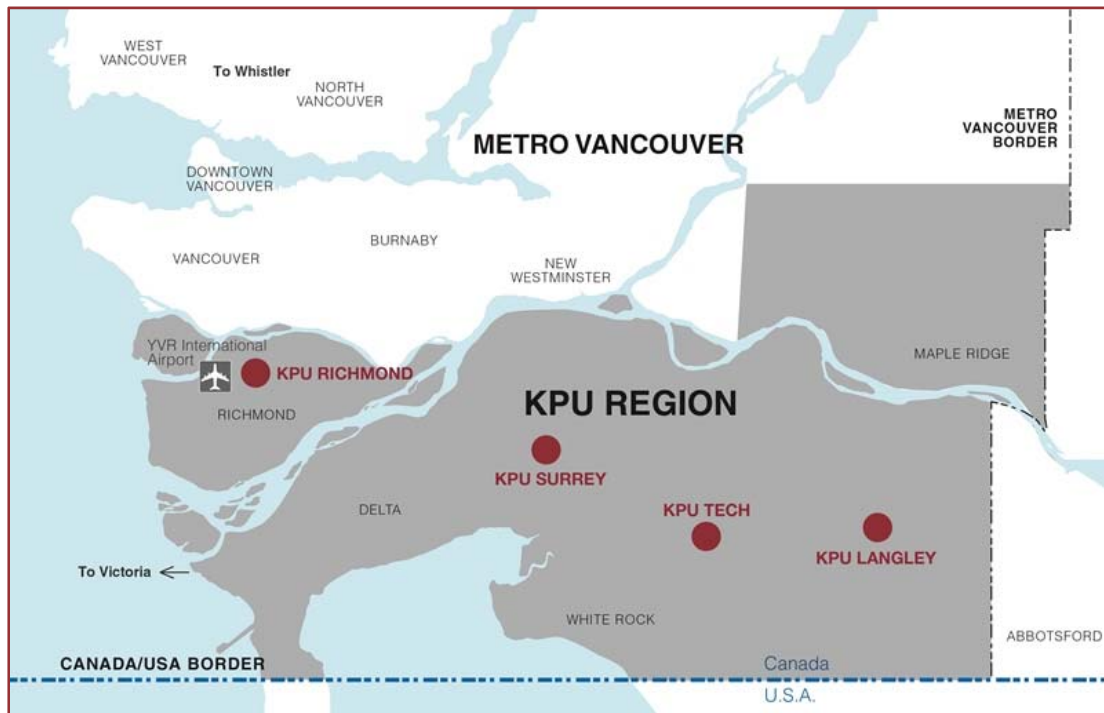
KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the lower mainland of BC, KPU has four campuses—Richmond, Surrey, Langley and KPU Tech in Cloverdale—spread across 42km. Figure 2.1[1] shows the distribution of students by campus, as well as online and off-site delivery, for the 2015/16 academic year.

Figure 2.1: Distribution of Enrolments by Campus
Academic Year 2015/16

N= 19,314 unduplicated

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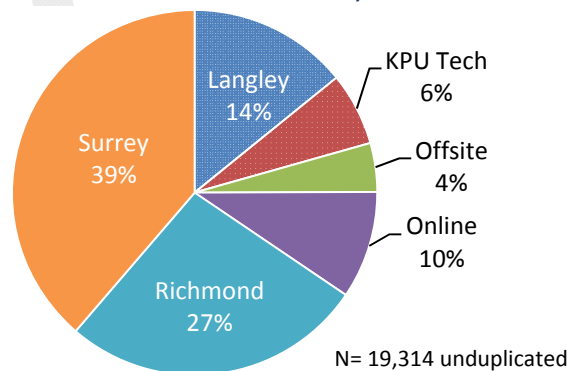
[1] Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

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 make selections from a growing list of programs, including certificates, diplomas, associate degrees, bachelor's degrees, and post-baccalaureate credentials.

Our unique programs include the only graphic design for marketing program in Canada; one of the two fashion design degrees in the country; the only undergraduate journalism program in the region; and the only brewing diploma program in the province. Our polytechnic approach means that we combine academic excellence with hands-on, applied learning.

KPU Programs

Faculty of Academic and Career Advancement

The Faculty of Academic and Career Advancement (FACA) 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 four levels. The Academic and Career Preparation department (ACP is also referred to as Academic Upgrading) offers qualifying courses to meet KPU's English proficiency requirement as well as math and science prerequisites for university-level programs and trades training.

Our Career Choices and Life Success (CCLS) program helps students set attainable career and life goals assisted by vocational assessments, information research, networking and hands-on work experience; and our 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. We are also home to two short programs in Family Childcare run by a contract provider at our Surrey site.

In all cases, our aim is to help learners move from where they are to where they want to be—whether 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

The Faculty of Arts engages with almost all KPU students at some point in their course of study, helping them examine core social and cultural issues and build relevant analytical and communication skills. Many of the programs in the Faculty of Arts promote social justice as a definitive element of their courses and reinforce KPU's commitment to the well-being and safety of our region's communities. The Faculty of Arts is central to the emergence and development of Indigenous education initiatives and projects at KPU, and the new program proposal for the Bachelor of Arts, Minor in Indigenous Community Justice has recently received approval from the Minister of Advanced Education.

The Faculty of Arts is, as well, an active center of experiential education. With a variety of service learning courses, practica, field schools, and other community-engaged projects, the Faculty of Arts provides an educational experience where thought meets action. Also, the Faculty values undergraduate student research and strives to provide research opportunities for students through course and community initiatives. In the Faculty of Arts the focus is on developing well-rounded, creative and critical thinkers: graduates who can write persuasively, who can formulate arguments and defend their ideas in conversation, and who are socially engaged and responsible, with an awareness of contemporary and interconnected human issues. These are job-ready skills that every graduate needs and the Faculty of Arts provides.

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 Schools' focus on continuous quality improvement is evidenced by the development of a Business Education Framework, and 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 and the Surrey Board of Trade (SBoT) partnered to create the *Partners-in-Marketing* program. The program provides KPU students the opportunity to work with local SBoT members in solving their marketing problems. The student teams are supervised by knowledgeable faculty with extensive industry and educational backgrounds. Students learn from "real world" marketing situations and SBoT members receive analysis and recommendations on how best to address their marketing needs.

KPU and Chartered Professionals in Human Resources- British Columbia and Yukon (CPHR–BC Yukon) renewed a partnership agreement that allows KPU HR students a CPHR membership and mentorship opportunities as well as practicum work placements through the Association. In addition, this agreement allows students the opportunity to meet, through their course work, the professional certification requirements of CPHR's National Knowledge Exam – the first step in attaining the Chartered Professionals in Human Resources designation. As part of the partnership, a professional member of CPHR will sit on KPU's HR program advisory committee to ensure that our degrees remain relevant to industry.

Beginning this year, KPU's Business Management Diploma and Bachelor of Business Administration (BBA) in Entrepreneurial Leadership programs are accredited by the Canadian Institute of Management, making the university one of only three institutions in the province with programs that allow students to complete all of the academic requirements for their Certified in Management (CIM) Professional Manager designation while in class. With this new accreditation, all students in these two business programs will graduate one step further ahead in their careers.

The Canadian Institute of Management is Canada's senior management association and the CIM designation is a nationally-recognized benchmark in professional management. The designation carries both an academic and experiential requirement, but the normal eight-course academic portion is now waived for KPU graduates of either program. KPU graduates with a BBA in Entrepreneurial Leadership who already have five years of proven management experience may apply for the Professional Manager designation immediately upon graduation.

The School of Business will be launching three new post baccalaureate diplomas in September 2018 in Accounting, Operations and Supply Chain Management and in Technical Services Management.

Chip and Shannon Wilson School of Design

The Wilson School of Design offers programs and activities that reflect the polytechnic nature of KPU and 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.

As the only four-year degree program of its kind in western Canada, KPU's Bachelor of Design, Fashion and Technology allows students 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 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.

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 achieve mandatory provincial recognition and all of our Nursing programs hold a national accreditation, to ensure quality curriculum and experiences for our learners, as well as, broad acceptance by employers.

In keeping with the Kwantlen Polytechnic University'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 launched in September 2017. 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 lead the student through expanding their knowledge with real world applications. We also offer faculty-led field experience, where our faculty not only teach in the classes but also work directly with the students in the field. Our faculty work the 12 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 new tagline – Where thought meets action – accurately describes the approach to our curriculum.

We have several newly 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 that 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 two-year Diploma in Brewing and Brewery Operations (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.

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, on industry facilities and 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, boasting some of the best-equipped trade 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.

The Faculty provides programming in skilled trades and applied technology programs. This includes skilled trades foundation and apprenticeship training as well as and industry 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.

Continuing and Professional Studies Division

KPU's Continuing and Professional Studies 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 July 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 the final year of a three year agreement with the Squamish First Nations Trades Centre in North Vancouver. Programs offered so far include low-voltage, carpentry, piping, scaffolding and construction craft worker. These programs are aimed at learners from the Squamish, Tsleil-wa-tuth, Kwikwetlam, and Musqueam communities in the Lower Mainland. Plans are underway for a considerable expansion of these educational offerings with the Squamish First Nation. A new application for AVED funding for another multi-year program suite is being prepared and will be submitted by the deadline of June 2, 2017.

CPS is in the midst of a modest restructure that will see its operations supervised by KPU's new Associate Vice President, Business Development and Innovation. As part of that restructuring process we will be reviewing and renewing the range of offerings, exploring new methods of delivery and working closer with industry to identify mutually beneficial daytime and evening/weekend training programs to support BCs highly diversified and evolving labour market.

In addition to our present unique offerings in Commercial Beekeeping Training, corporate training and Water Remediation, an active dialog is underway with local industries to better align programming with demand for upgrading and retraining needs.

KPU Students

Over the last five academic years, headcount enrolments have remained steady at just over 19,000 students a year (Figure 2.2). During this period, KPU's domestic enrolments decreased, whereas the number of international students grew from 1,437 in 2011/12 to 2,291 in 2015/16. In 2015/16, 66% of KPU's international students were enrolled in in the School of Business, 15% in the Faculty of Academic and Career Advancement and 12% in the Faculty of Arts.

Figure 2.2: Unduplicated Domestic and International Headcount
by Academic Year
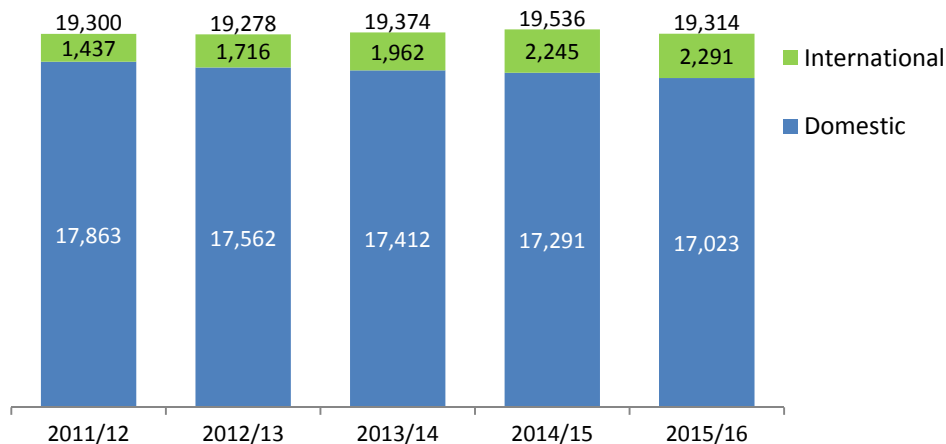
KPU offers a wide array of courses in all three terms each year. From 2012 to 2016, headcounts in the Summer term increased by 8%, compared to a 2% increase for the Fall and a slight 1% decrease for the Spring over the same time period (see Figure 2.3).

Figure 2.3: Unduplicated Headcount by Term
Spring 2012 – Fall 2016
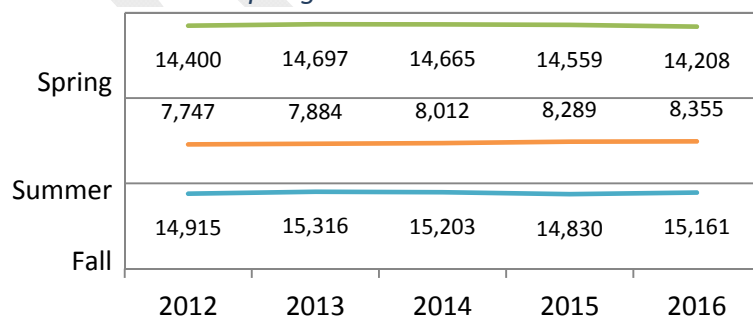
Two-thirds of all KPU students are enrolled in programs in either the Faculty of Business or the Faculty of Arts. Over the past five academic years, the growth in headcount enrolment was greatest in the Faculties of Health (22%), Science & Horticulture (19%), and Continuing and Professional Studies (297%) (see Figure 2.4 below).

Figure 2.4: Distribution of Student Headcount Enrolments by Program Faculty
per Academic Year
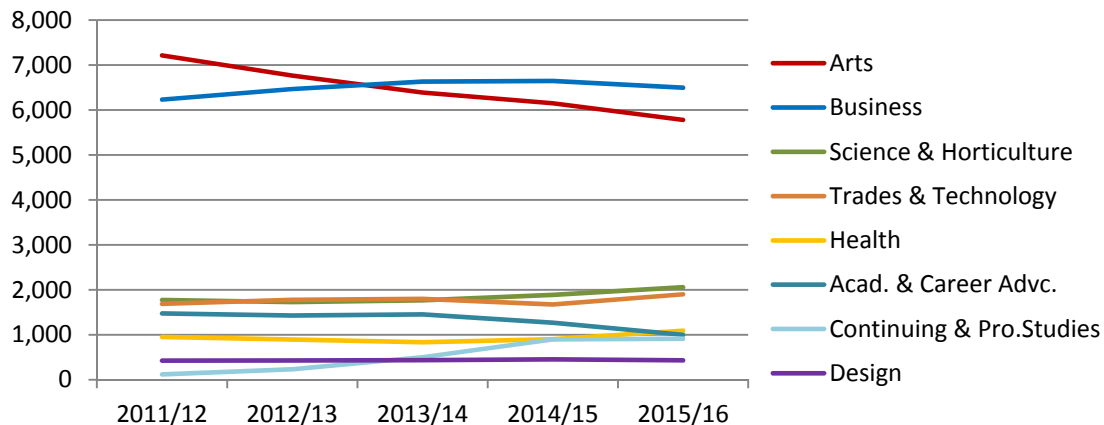
Since students may take courses in Faculties other than the one in which they are enrolled, the distribution displayed in Figure 2.4 does not reflect the proportion of educational activity delivered by each Faculty. Figure 2.5 displays headcount enrolments based on the Faculty delivering the courses 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 5% of all students are registered in ACA programs, ACA delivered courses to 15% of all KPU students in the 2015/16 academic year.

Figure 2.5: Distribution of Student Headcount Enrolments by Course Faculty
per Academic Year
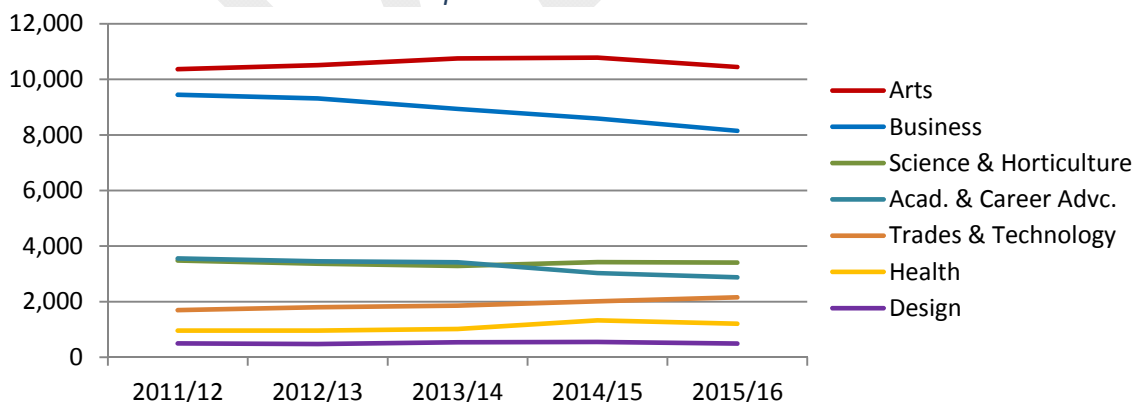
Although almost 60% of KPU students are full-time, the majority take less than a full load of 5 courses. FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full-course load, show a somewhat different trend, as depicted in Figure 2.6. Over the past five academic years, total FTEs are up by 3%, which is due to the fact that international FTEs are up by 77%.

Figure 2.6: FTEs: Total, Domestic and International
per Academic Year
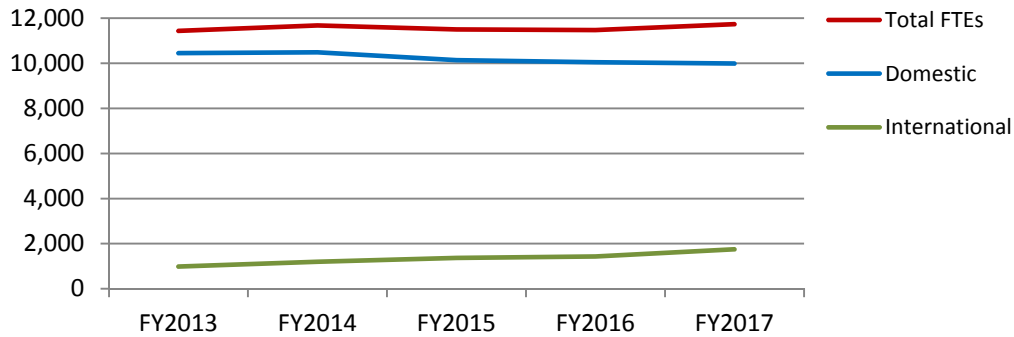
The profile of KPU's student body is portrayed in Figure 2.7, comparing the characteristics of Domestic and International students. Compared to Domestic students, International students are more likely to study full-time, be new to KPU that year, be male and be younger.

Figure 2.7: Profile of KPU Student Body
Academic Year 2015/16

	Domestic	International
Full-time	70%	79%
New to KPU in year	32%	63%
Female	53%	46%
Age 22 or younger	62%	63%
Age 30 or older	12%	3%
Undegrad Studies	85%	86%
Pathway Studies	4%	3%
Upgrading	4%	15%
Trades Training	8%	0%
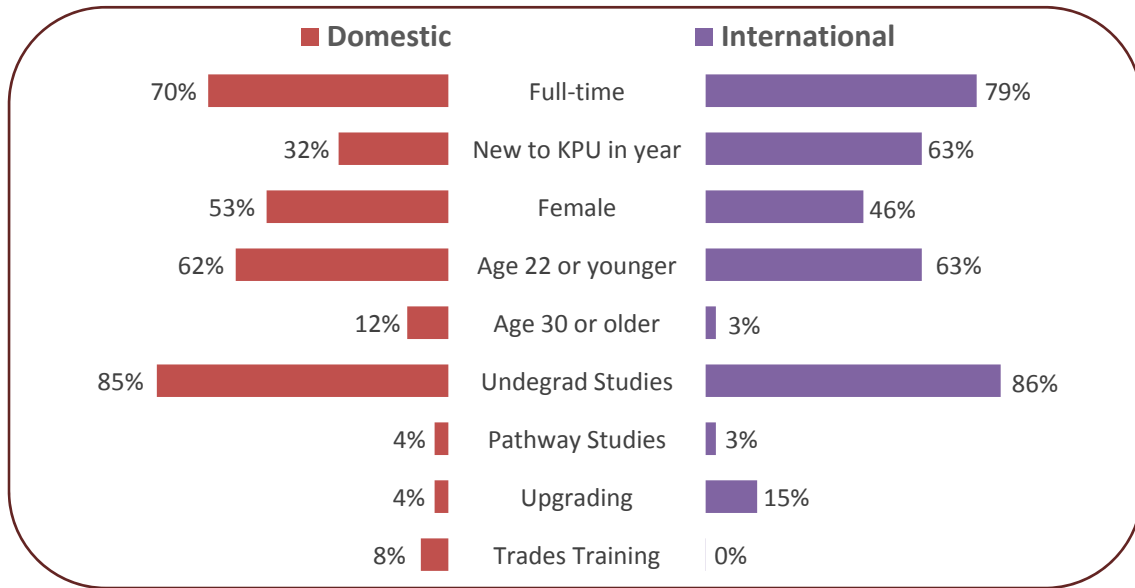
*Pathway pairs upgrading and undergraduate studies with guided support
Note: Students taking CPS courses are excluded

In the Fall of 2016, all KPU students were invited to participate in a survey to gage their housing needs. We learned that about 18% of KPU students commute to KPU from outside the KPU region. The KPU region is large, so even living within the region can lead to a long commute to school, with more than half the students taking at least one hour to commute to and from campus. About half the students use the car, either driving themselves, car pooling, or being dropped off (see Figure 2.8).

Figure 2.8: Campus Commuting

Commute Time One-Way

Method of Commute

- More than 1 hour 14%
- Between 30 and 60 minutes 39%
- Under 30 minutes 47%

- Car (owned, driven, or pooling) 51%
- Transit 41%
- Other 8%
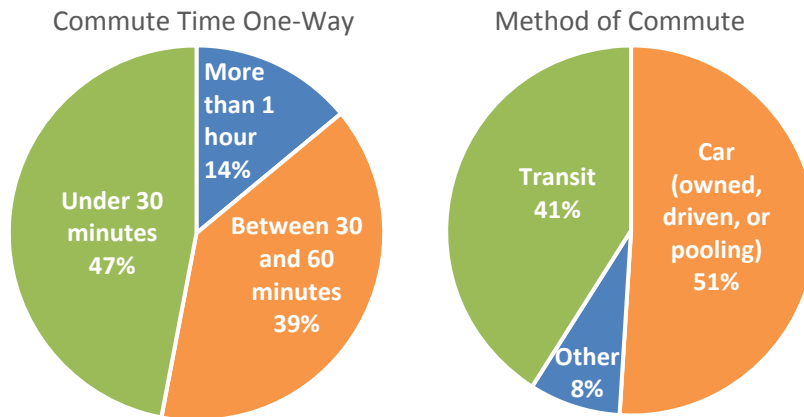
Source: KPU Housing Needs Survey, 2016

Almost three-quarters of KPU students live with their parents or guardians. Over a third are very or extremely interested in living on campus in student residence if it were available.

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3. Strategic Context

The KPU Region

Population Diversity

The region served by KPU is comprised of cities of Richmond, Delta, Surrey, White Rock, and both the city and township of Langley, as well as the Tsawwassen First Nation, the Kwantlen First Nation on McMillan Island and the Semiahmoo First Nation. This area covers the school districts of Richmond, Delta, Surrey and Langley. Figure 3.1 shows the population in each school district as of the 2016 census. More than half the population in the KPU region lives in the Surrey school district catchment area.

Figure 3.1: Distribution of Population in the KPU Region by School District
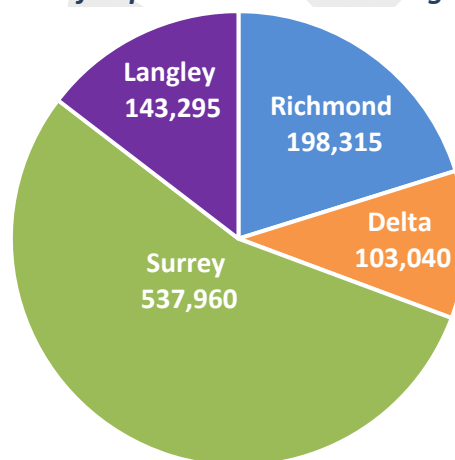
Source: Statistics Canada 2016 Census

KPU serves a region that is younger and more ethnically diverse than the province as a whole. In 2016, 30% of the population of the KPU region was under the age of 25, compared to 27% in the province; while only 22% of the KPU region was 60 or older, compared to 25% for the province.[2] In 2011,[3] 40% of residents in the KPU region were immigrants, compared to 29% of the population of BC. Immigration rates vary considerable across the KPU region, from 60% for Richmond, 41% of Surrey, 29% in Delta, and under 20% in the rest of the region.

The KPU region is characterized by diversity in ethnicity, and mother tongue. One measure of ethnic diversity is the percentage of the population that is a member of a visible minority. In 2011, this ranged from a high of 70% in Richmond, to lows of 11% in White Rock and 13% in

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

[3] Relevant data from the 2016 Census had not been released at the time of preparation so data from the 2011 census was used.

Langley (City and Township combined). Delta and Surrey fall in between, at 30% and 53%, respectively.

In 2011, 42% of the residents of the region had a mother tongue other than English or French, compared to 27% for BC. This was highest in Richmond, where 62% of residents had a mother tongue other than English or French; the majority of these spoke Cantonese, Mandarin or another Chinese dialect. In Surrey, 46% had a mother tongue other than English or French, with the majority being native Punjabi speakers. In Delta, 27% had a mother tongue other than English or French, and again the majority were native Punjabi speakers. In the Township and City of Langley only about 15% had a mother tongue other than English or French; these spoke Korean, German or Punjabi. Of all residents in the KPU region, 6% did not speak English; these residents were concentrated in Surrey (6%) and Richmond (10%).

Population Growth

Between 2011 and 2016, the population in the KPU region grew by 8.2%, compared to 5.6% in BC as a whole. The KPU region accounted for 30% of the province's overall population growth in this five-year period.[4] Growth varied across the region, ranging from 10.8% in the Langley school district to only 2.4% in Delta.

Figure 3.2: Percentage Population Growth by School District in the KPU Region 2011 - 2016

Source: Statistics Canada 2016 Census
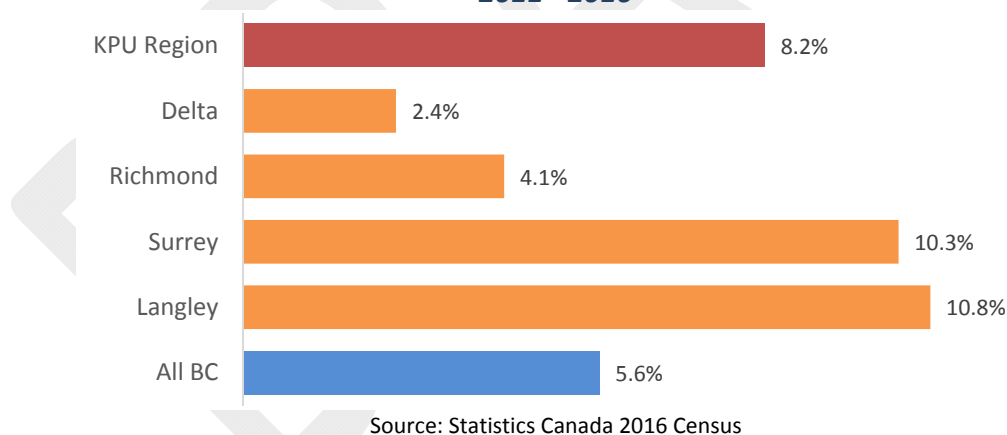
Population growth varied considerably by age. Figure 3.3 shows the change in population for 15 to 39 year-olds[5] for the KPU region, and for BC as a whole. KPU is similar to all of BC in that the largest growth is expected in the 30 to 34 year-old age range. However, the KPU region experienced a larger growth in the 20-24 year-old group, a key demographic for post-secondary education. Although the province experienced a decline in 15 to 19 year-olds, the decline in the KPU region was negligible.

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[4] Population counts, 2006 and 2011 censuses, Statistics Canada.
[5] 99% of KPU students in 2015/16 academic year fell in this age range

Figure 3.3: Population Growth from 2011 to 2016 for Selected Age Groups

KPU Region

All BC
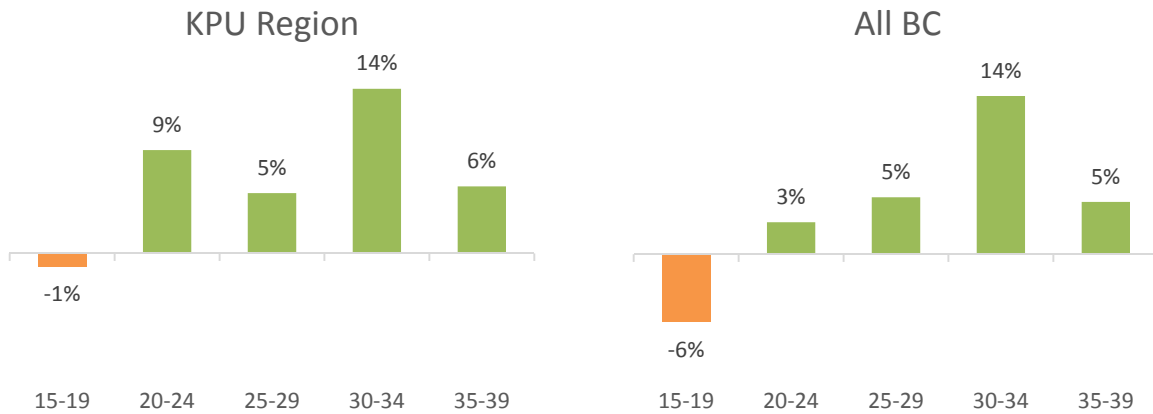
Growth patterns by age group varied considerably across the four school districts in the KPU region. All experienced growth in 30 to 34 year-olds, with Langley undergoing the highest rate of increase. The next highest concentration of growth was in 20-to 24 year-olds, but that varied a lot across the region, with the highest growth in Surrey, and no growth in Richmond. The number of 15 to 19 year-olds declined in all districts except for Surrey. See Figure 3.4.

Figure 3.4: Population Growth for Selected Age Groups by School Districts in the KPU Region

Surrey

Langley

Richmond

Delta
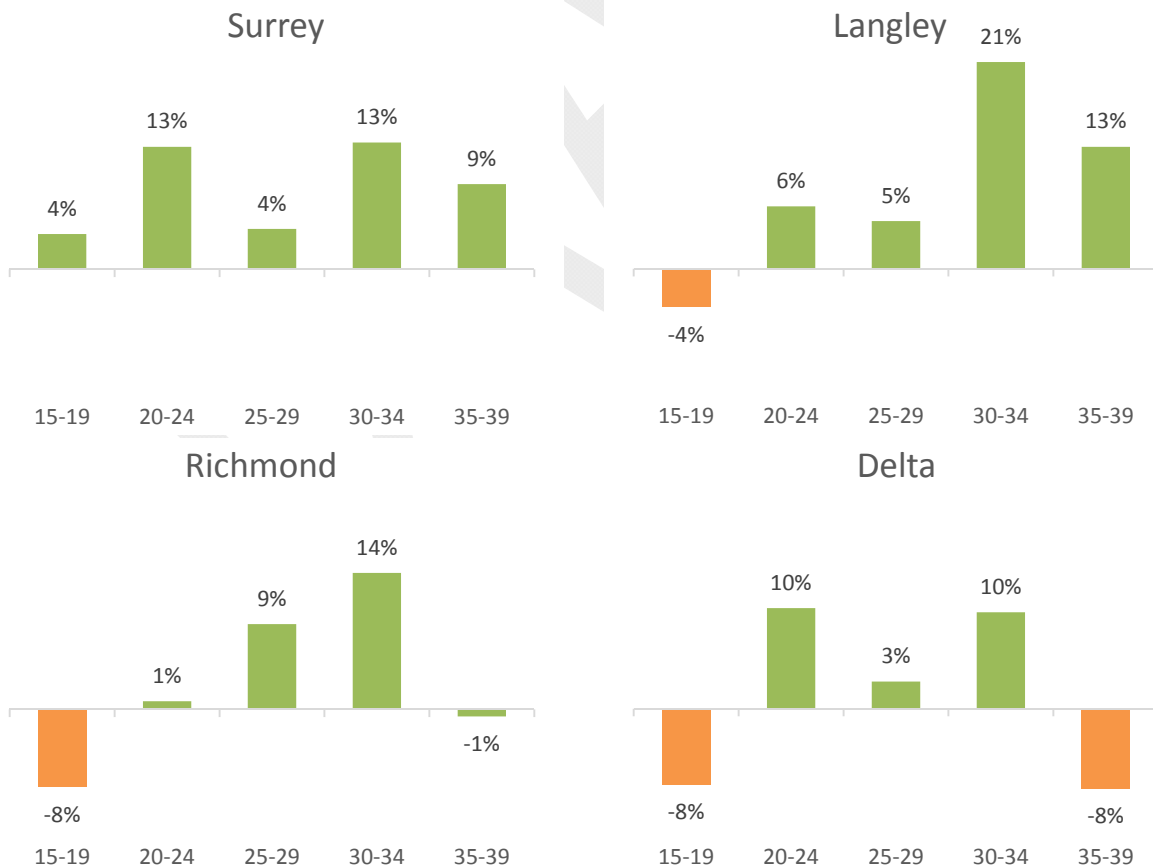
Financial Context

The Financial Context is intended to provide an explanatory overview of the Fiscal 2017 Audited Financial Statements, a discussion of key issues and future opportunities, and 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, 2017, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards[6] (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:[7]

- 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 organizations 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).

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[6] 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

[7] 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 maintained a strong financial position in fiscal 2017, with total revenues of $164 million, representing an increase of approximately $6 million, due largely to increases to student tuition (see Figure 3.5). The University also continues to effectively manage expenses, ending the year with a $1.8 million surplus.

Figure 3.5: Overview of 2017 Financial Results

2017 and 2016 Financial Highlights ($ thousands)			
Statement of Operations	**FY2017**	**FY2016**	**Change**
Provincial Grants	73,223	72,907	316
Tuition and Student Fees	70,926	64,868	6,058
Other Revenue	19,577	19,488	89
Total Revenue	163,726	157,263	6,463
Total Expenses	161,911	155,856	6,055
Accumulated Operating Surplus	82,520	80,705	1,815
Statement of Financial Position			
Financial Assets	66,720	63,000	3,720
Deferred Capital Contributions	139,894	129,862	10,032
Net Debt	(113,473)	(107,630)	(5,843)
Tangible Capital Assets	188,268	180,378	(110)

Revenues

As illustrated in Figure 3.6, the amount of funding received from government in relation to total revenues decreased by approximately 2% per year, from 44% in fiscal 2014 to 38% budgeted for fiscal 2018. To continue to meet the Universities growing operational needs, increased revenue must come from other sources.

Figure 3.6: Provincial Operating Grant vs. Total Revenues (in '000s)
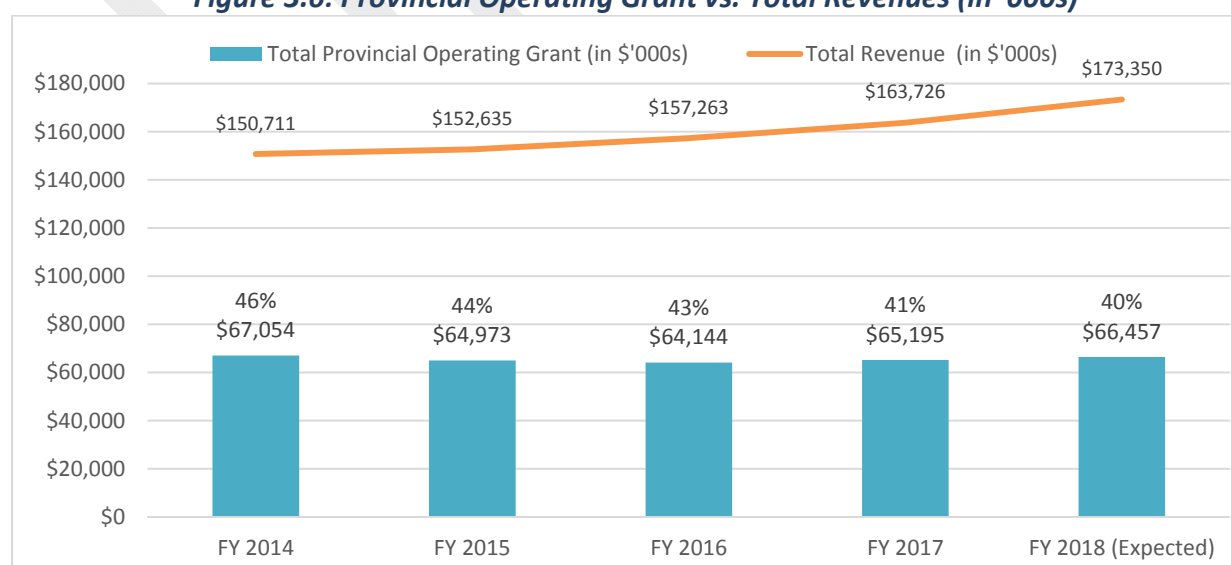
Note: Percentages are the proportion of total revenues from provincial operating grant for that year

Revenues increased by $6 million over the prior year, due primarily to the government capped 2% tuition increase and growing enrollments in international students. This trend of increasing reliance on international students for revenue generation is illustrated in Figure 3.7. Continuing 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 3.7: Tuition Revenue by Source (in $'000s)
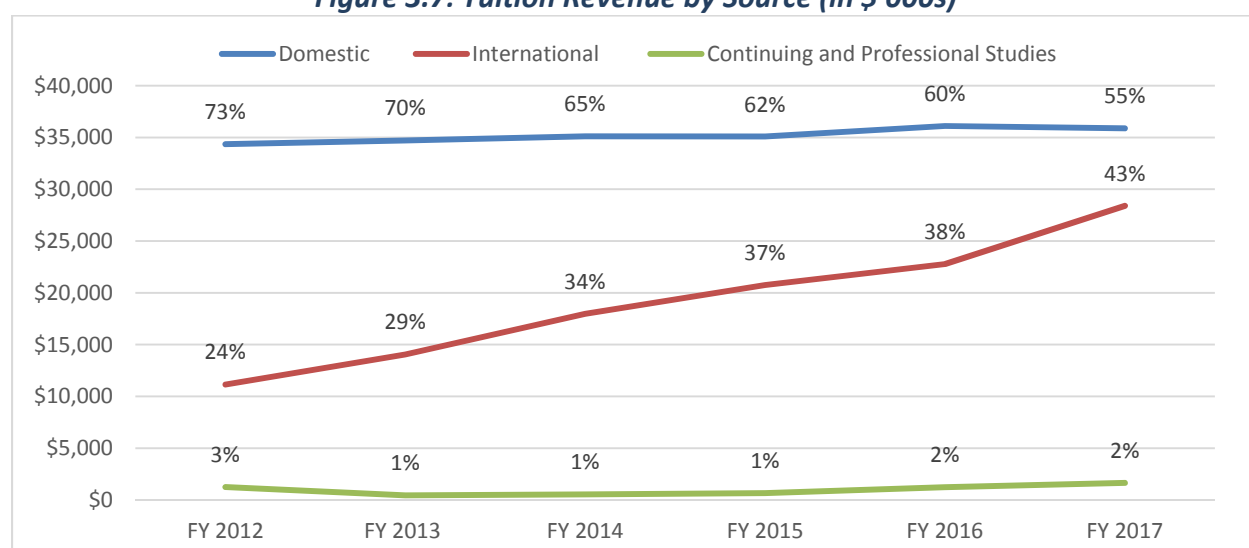
Note: Percentages give the distribution by source for that year

Expenses

Total expenses for fiscal 2017 increased by approximately 4% 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 3.8 illustrates, 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.
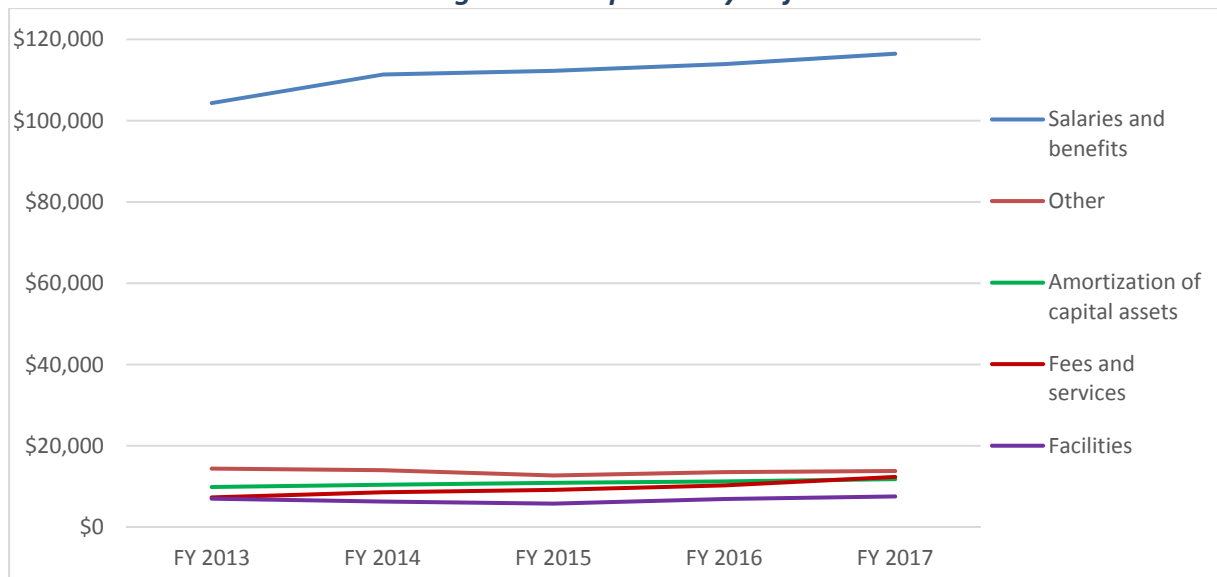
Accumulated Operating Surplus

The accumulated operating surplus, $82.5 million for fiscal 2017, 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 expensed for operating or capital purposes and are represented by asset positions[8] on the Statement of Financial Position.

Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was $113.5 million in fiscal 2017, representing an increase of approximately $5.8 million over the prior year and largely due to an increase in the acquisition of tangible capital assets and related Deferred Capital Contributions (DCCs). DCCs increased by $10 million to $140 million and represent funds received from 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.

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[8] Accumulated operating surplus is represented on the Statement of Financial Position as financial and tangible capital assets.

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4. Where Thought Meets Action: The KPU Student Experience

Nikka Bagasbas – A Role Model for Nursing Students

Nikka Bagasbas never set out to be a nurse. In fact, she admits she entered the program half-heartedly. But her feelings toward nursing quickly changed.

"I applied for the *Nursing* program because I thought it was a practical choice. Somewhere along the way I realized I made the right decision. The whole experience of caring for someone else was a game changer for me" she says.

As a student at KPU, Bagasbas found support from faculty and was committed to being the best nurse possible. "Clinical instructors were huge role models for me. I had a very supportive network here at Kwantlen—one that challenged me and helped me grow."

Her continued hard work and determination paid off. Holding a permanent spot on the Dean's Honour Roll throughout her time at KPU, Bagasbas was awarded the President's Outstanding Graduate Award, Bachelor's Degree Program at Spring 2015 convocation, and received the College of Registered Nurses of British Columbia Student Professional Award after completing her program.

"The people and opportunities I experienced at KPU really pushed me and expanded my horizons" says Bagasbas. "I love everything about nursing. When I interact with patients it's a very rewarding experience for me. It's amazing to see how patients recover from being very sick to being able to go home."

Now as a KPU nursing alumni, Bagasbas is hoping to pursue a career in cardiac nursing, with a goal of someday taking on an educational role. "What I hope to bring to the world of nursing is the best person and best nurse that I can be, and also, be the best role model that I can be for my patients and also my co-workers."

For a video of Bagasbas go to: https://www.youtube.com/watch?v=ZrQlz3dgIns

Cody Botto – A Creative Problem Solver

Cody Botto has always loved creating. "As a kid, I loved things like hot wheels and Lego because you could basically make whatever you wanted, and you got to explore a lot and I guess that kind of stuck with me."

Now, a *Product Design* student at the Wilson School of Design, Botto has taken that passion and used to become a creative problem solver. "I love seeing how your idea changes," he says, "it evolves throughout the design process."

The program, based on KPU's Richmond campus, is focused on creating design solutions, bringing together design, technology, and science, and turning ideas into marketable products like recreational gear, technical goods, sportswear, and safety and rescue equipment.

"It's not only about making a tangible thing, but sometimes it's about how a system works. It gets me thinking about the world and how we either positively or negatively affect it" says Botto, adding, "When you're finished, you're not necessarily done. It's always going to be expanding

and evolving. What you create is never going to be perfect, but there's always room to come back and improve it."

For a video of Botto go to: https://www.youtube.com/watch?v=y_BZxfxzzsY

Paige Glazier – Change Maker
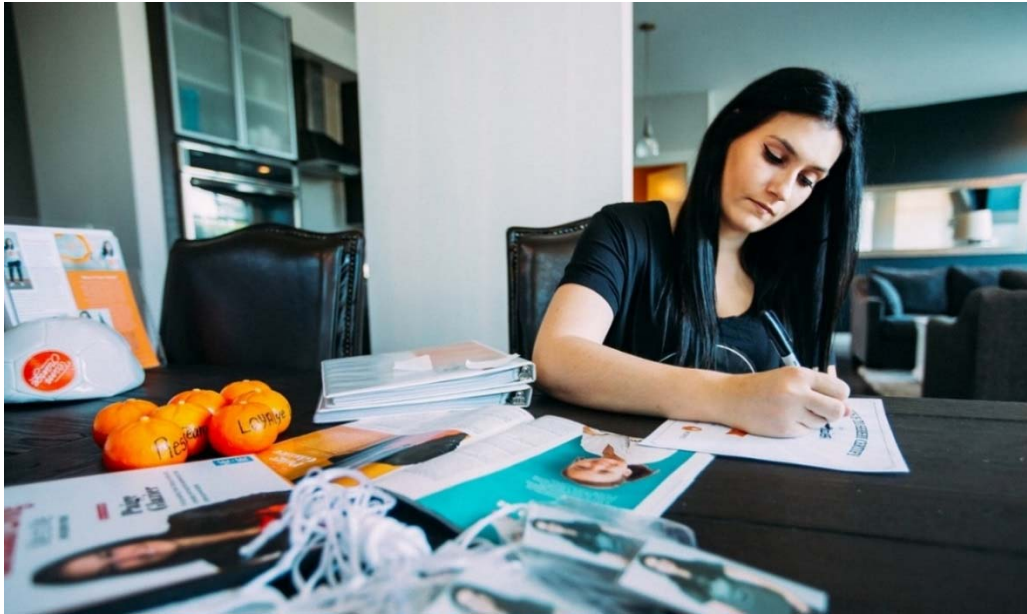
2013 marked British Columbia's first Family Day. But the new holiday was not a happy one for Paige Glazier. She and her family received a phone call that her high school had been vandalized, and the horrific messaging—on the side of the building in orange spray paint—was targeted at Glazier.

Seeking to turn the negative event into something positive, Glazier, created *Team Orange*. Described as a pro-social behaviour campaign that teaches elementary aged children the values of inclusion, loyalty, and respect, Team Orange works to equip kids with the right behavioural tools to navigate through various social situations.

"I didn't want to recreate an anti-bullying campaign" says Glazier, "I chose to focus on the positive and create a fun, engaging way to teach and live by the three Team Orange world values."

Named after the colour spray paint used to write cruel messages about Glazier, Team Orange has continued to grow since inception. To date, Glazier, through her organization, has been nominated for numerous awards, and spoken to thousands of students across BC.

As an arts student at KPU, she notes that she's been able to choose classes that reflect on projects she's undertaking outside of school, "Many electives have helped me with Team Orange and have had an impact on my professional goals."

Recently, Glazier has taken a semester off to work towards developing an app to provide further assistance to young people in difficult times. Glazier describes it as "having a counsellor in your back pocket" and launched a children's book at select Chapters-Indigo locations. The book, *The True Princesses,* co-authored with Caitlin Jones, a children's literature student at UBC, and illustrated by Gabriella Galvez, a graduate of Emily Carr University of Art and Design, aims to teach young children about the importance of inclusion, loyalty and respect for one another. The book is the first in a planned series of three and has been well-received, with the retailer looking to carry it in more stores. It was also being considered by Chapters-Indigo CEO for consideration on her list of top-picks.

While Glazier is still championing her Team Orange values, she plans to return to KPU and continue her education, developing the skills to further her organization, and have an even larger reach and bigger impact.

For a video of Glazier go to: https://www.youtube.com/watch?v=3mgU9JqeR8E

Argel Monte De Ramos – Helping Other Students

Argel Monte de Ramos moved to Canada from the Philippines in grade 11. Facing a substantial culture shock, in addition to the challenges of starting at a new school, Monte de Ramos was bullied during his time in high school.

Following graduation from high school, he originally pursued a post-secondary education at the University of British Columbia but quickly found the institution overwhelming, saying it lacked a sense of community. Instead, Monte de Ramos began studying business as a *Human Resources Management* student KPU.

"I love how the students here interact and share their ideas with others" says Monte de Ramos "I treasure that practical learning."

Immersing himself in the university, Monte de Ramos became a student ambassador, regularly volunteering for events and hosting campus tours, continually finding new ways to showcase his love of performing arts, and connect with the broader KPU community. "Getting involved, volunteering, networking, and meeting new people really helped shape my education and career path. It's done so much for me that I wanted to share that with other potential students."

In July, Monte de Ramos took his talents to the World Championship of Performing Arts, an invitation-only competition for singers, musicians, dancers, actors and models from around the globe. Representing Canada, he received seven medals including one gold, two silver, three bronze, and an industry award. "Even though I'm studying business, performing is still something that drives me and even helps hone skills that I can apply in the business world."

Now, Monte de Ramos has continued his KPU education oversees on an international exchange partnership in the United Kingdom, sharing his experience on the university's social media networks. "I really enjoy showing other people what my life here is like and helping them along their own journey."

For a video of Monte de Ramos go to: https://www.youtube.com/watch?v=jnPPeKuERkc

Shania Oldaker – Getting a Hands-on Education

It wasn't a struggle for Shania Oldaker to enter the trades—it was a natural fit. Growing up with a lifelong interest in cars, she knew she wanted a hands-on career, learning more about the automotive industry. KPU provided the opportunity for just that.

"I grew up watching my dad, uncle, and grandfather, work on their hot rods in our family garage" says Oldaker, "My family has been a huge inspiration and encouragement to me in choosing this career."

As an *Automotive Foundations* student, Oldaker says she's gained a wealth of hands-on experience in the auto shop at the KPU Tech campus in Cloverdale. "One of the best things about this program is that we feel like we're in an actual shop. We work on real people's cars, and treat it like a real job. We do oil changes, brake jobs, tires, steering, and wheel alignments. I'd much rather be getting dirty in grease than sitting at a desk all day."

Recently, the provincial government announced an investment of $3 million at KPU. The substantial investment will provide funding for skills training for over 1,200 high-priority trades seats, including automotive servicing, which is a Red Seal trade in Canada. The demand for skilled-trades professionals in BC is continuing to grow, with the 2025 Labour Market Outlook expecting up to one million job openings in the province through to 2025.

"Even though this industry is mostly male-dominated, my colleagues have been so inclusive and supportive of me as a female mechanic" notes Oldaker, "I feel pretty determined to carve out my place in this industry."

For a video of Oldaker go to: https://www.youtube.com/watch?v=LbrMH8fiVGw

Johanna Walker – Committed to Sustainable Farming

We don't always think about where our food comes from but Johanna Walker does. A student in KPU's *Sustainable Agriculture* program, Walker has a strong passion and focus on sustainable practices in farming and agriculture.

"I was basically born into agriculture. My family has been farming in Langley since my grandparents moved to Canada" she says. Working as a sheep shearer, Walker's been deeply connected to agriculture and seen firsthand what goes into growing and harvesting and experiences what it truly means to be farm to table. "I took over shearing my family's flock when I was 12 and eventually started doing the same for farms all over BC. Running my business while in school can be tricky at times but I love what I do."

It's that love and passion for sustainability that's kept Walker motivated. "It's our responsibility to take care of our environment for future generations" she says.

The bachelor of applied science degree in Sustainable Agriculture is unique to North America, blending classroom time with farm-based learning. Higher level courses in the program are based around the agricultural season and progression of agricultural practices, providing and integrated and practical approach to studying agriculture.

"Farmers' markets like the one we have at KPU are a great way for people to get local, organic produce, support the community, and form a sustainable business." KPU and the Kwantlen Student Association have teamed up to run a local street market at the Richmond campus. The market focuses on fresh, locally grown produce and provides individuals with an opportunity to see where their food comes from, connect directly with farmers and growers, and generate interest in local food.

"In the Sustainable Agriculture and food systems program, we're taught to use what's already available for our farms and gardens. It's important to know where your food comes from and what better way to do that than training people to grow food in their own gardens."

To see a video of Walker go to: https://www.youtube.com/watch?v=ZCH-DkONIFY

Sasha You – Getting a Start at KPU

Sasha You moved to Canada from China several years ago. "When you come to a new country, you have to learn the culture. How can you learn the culture without the language?"

That's where KPU comes in. You enrolled in the *English Language Studies* program at the university and believes as a result, her English drastically improved. "I'm the oldest daughter in my family," she says, "and like other parents, my father wants me to have a good future in Canada."

Now, You is a student in KPU's *Entrepreneurial Leadership* program—a bachelor of business administration program that prepares learners for management and leadership roles, and equips them to develop and lead their own businesses. The program also features an industry-based practicum, and opportunities for co-operative education employment.

You now has her sights set on becoming a business leader, noting, "I hope in the future I can have my own business, in Canada."

For a video of You go to: https://www.youtube.com/watch?v=mX41fY7kJH8

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 79 measures include the ten performance measures required by the Ministry of Advanced Education (AVED).

Each measure has a performance target against which actual performance is assessed. For the AVED measures, the targets were set by AVED 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 AVED's Performance Measures

For AVED measures, we assess performance 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 AVED 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.

AVED Performance Measures	2016/2017 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: Exceeded 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: Substantially Achieved
14. Number of credentials awarded by KPU each year	Exceeded
37. Proportion of former students' who reported satisfaction with their education	BGS: Achieved DACSO: Achieved APPSO: Substantially Achieved

AVED Performance Measures	2016/2017 Assessment
38. Proportion of former students' who assessed their quality of instruction positively	BGS: Achieved DACSO: Achieved APPSO: Achieved
71. Number of domestic student spaces (FTE)	Substantially achieved
75. Number of Nursing and other Allied Health student spaces (FTE)	Substantially achieved
76. Number of student spaces (FTE) in ABE, ESL, and ASE developmental programs	Not achieved
Developmental FTEs have been declining since the introduction of tuition for domestic students taking ESL or Academic Upgrading.	
77. Number of Aboriginal student spaces (FTE)	Achieved

Tracking Progress towards KPU's Goals

KPU's assessment method is aligned with AVED'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	AVED
	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
	Within 90% of target
	Between 50% and 90% of target
	Less than 50% of target
	No progress
	Not assessed

Quality: Successful Global Citizens

Measures of Graduate Success	Performance	Target	Progress
AVED 1. Unemployment rate of KPU's graduates (Source: BCSOS)	Legend: Average, BGS, DACSO, APPSO DACSO: 11%, 11%, 8%, 11%, 7% Average: 9%, 9%, 7%, 8%, (declining) APPSO: 8%, 7%, 7%, 6%, 8% BGS: 5%, 5%, 5%, 5%, 5% Year: 2012, 2013, 2014, 2015, 2016 Cohort: (10/11), (11/12), (12/13), (13/14), (14/15)	AVED Target: ≤ unemployment rate of 18-24 year-olds in region with no PSE for 16/17: ≤ 10.8% AVED: BGS: Exceeded DACSO: Exceeded APPSO: Exceeded	(green) ←
2. Proportion of former students who are employed (Source: BCSOS)	81%, 82%, 83%, 87%, 86% Year: 2011, 2012, 2013, 2014, 2015 Cohort: (09/10), (10/11), (11/12), (12/13), (13/14)	≥ TIU 3-year average (85%)	(green) ←
3. Proportion of former students employed in a related field of study (Source: BCSOS)	74%, 76%, 76%, 75%, 77% Year: 2011, 2012, 2013, 2014, 2015 Cohort: (09/10), (10/11), (11/12), (12/13), (13/14)	≥ TIU 3 year average (78%)	(green) ← ← (grey)
AVED 4. [Former] student assessment of their skill development* at KPU (see skill breakdown) (Source: BCSOS) * In 2015, the DACSO and APPSO question wording changed and rating scale changed from 5- to 4-points.	Legend: Average, BGS, DACSO, APPSO BGS: 90%, 89%, 91%, (92%), 92% Average: 78%, 78%, 77%, 88%/87%, 87% DACSO: 75%, 76%, 74%, 87%, 87% APPSO: 72%, 80%, 67%, 86%, 82% Year: 2012, 2013, 2014, 2015, 2016 Cohort: (10/11), (11/12), (12/13), (13/14), (14/15)	AVED 16/17 target: ≥ 85% AVED 17/18 target: ≥ 85% AVED: BGS: Exceeded DACSO: Achieved APPSO: Achieved	(green) ←

2016 Skill Breakdown	BGS	DACSO	APPSO
Written communication	89.1%	80.7%	69.9%
Oral communication	92.4%	79.8%	72.5%
Group collaboration	92.2%	88.1%	88.5%
Critical analysis	94.9%	90.2%	85.4%
Problem resolution	88.2%	86.8%	84.9%
Learn on your own	94.6%	90.0%	83.3%
Reading and comprehension	90.5%	91.0%	84.8%

Measures of Graduate Success	Performance		Target	Progress
AVED 5. Proportion of former students who reported satisfaction with the usefulness of the knowledge and skills acquired at KPU in performing their jobs	 **Average · · · · · BGS — DACSO — APPSO —** 91% 93% 91% 91% 89% 89% 90% 88% 86% 85% 84% 85% 85% 85% 80% 80% 80% Year 2012 2013 2014 2015 2016 Cohort (10/11) (11/12) (12/13) (13/14) (14/15)		AVED 16/17 target: ≥ 90% AVED 17/18 target: ≥ 90% AVED: BGS: Achieved DACSO: Substantially Achieved APPSO: Substantially 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)	**1st year — 4th year —** 79% 78% 66% 67% 2014 2016 2018		≥ 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)	**1st year — 4th year —** 65% 67% 49% 52% 2014 2016 2018		≥ 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	**Inbound — Outbound —** 106 89 148 113 71 110 87 62 59 34 AY11/12 AY12/13 AY13/14 AY14/15 AY15/16		> 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	Students completing KPU's new Global Competencies courses will receive credits on their transcript for their intercultural and international experience. Four courses are under development and upon senate approval are expected to be piloted in the in 2017-18 academic year.		Growth year over year	
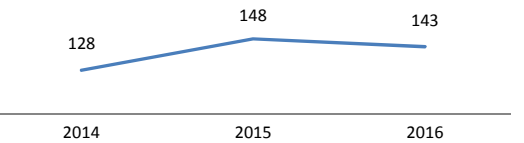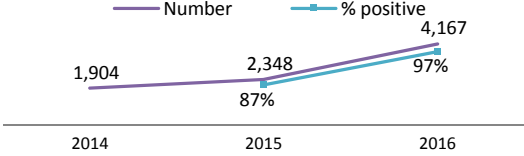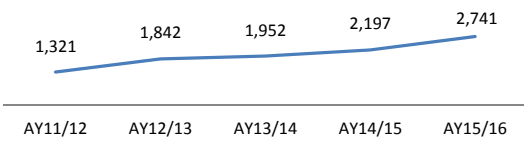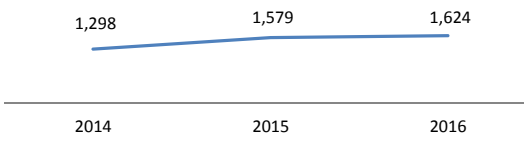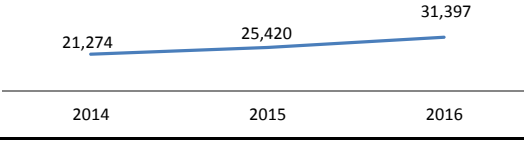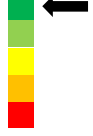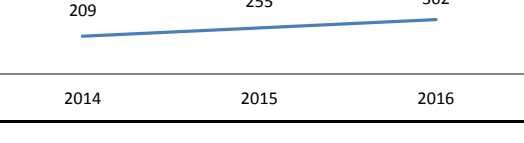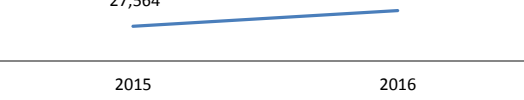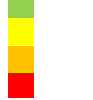
Quality: Engaged Learners

Measures of Retention and Completion	Performance	Target	Progress
11. Percent retained or graduated from year 1 to year 2 for baccalaureate programs	75% (2010 Cohort), 73% (2011 Cohort), 78% (2012 Cohort), 78% (2013 Cohort), 78% (2014 Cohort)	> average previous 2 years (78%)	
12. Percent retained or graduated from year 1 to year 2 for associate degree programs	65% (2010 Cohort), 63% (2011 Cohort), 68% (2012 Cohort), 67% (2013 Cohort), 67% (2014 Cohort)	> average previous 2 years (67%)	
13. Percent retained or graduated from year 1 to year 2 for diploma programs	68% (2010 Cohort), 69% (2011 Cohort), 70% (2012 Cohort), 77% (2013 Cohort), 75% (2014 Cohort)	> average previous 2 years (74%)	
AVED 14. Number of credentials awarded by KPU each year* *Average of most recent 3 fiscal years (FY2015 is average of FY2012 to FY2014)	2,173 (FY12/13), 2,251 (FY13/14), 2,290 (FY14/15), 2,451 (FY15/16), 2,684 (FY16/17)	AVED 16/17 Target ≥ 2,421 AVED: Exceeded	

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)	2014: 1st yr — 1 HIP 34%, 2+ HIPs 6%; 4th yr — 1 HIP 30%, 2+ HIPs 48%. 2016: 1st yr — 1 HIP 34%, 2+ HIPs 8%; 4th yr — 1 HIP 40%, 2+ HIPs 37%. 2018: 1st yr —; 4th yr — ■ 1 HIP ■ 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)	
16. Retention Plan	An action plan on improving student success, and thereby retention, is under development. The primary focus of the plan is on the first year student experience. Following consultation across the institution, the Student Success and Retention plan is expected to be finalized by early 2018.	Completion by Fall 2017	

Quality: Effective Organization

Measures of Management Effectiveness and Quality Assurance	Performance	Target	Progress
17. Number of program reviews completed	6 (AY11/12), 6 (AY12/13), 5 (AY13/14), 3 (AY14/15), 2 (AY15/16)	Average of most recent three years > 9	

Measures of Management Effectiveness and Quality Assurance	Performance	Target	Progress
18. Development of plans identified in VISION 2018	**>** The **Academic Plan** was completed in Spring 2014. Implementation is underway. **>** The **Strategic Enrolment Management Plan 2015-18 Phase I** was approved in June 2015. Work on the Marketing Plan and Phase II plan underway.	Completion of all plans by Spring 2015	
19. Successful development of service unit plans that align with VISION 2018	**>** The **IT strategic plan** approved March 2017. **>** The **Facilities strategic plan** is under development **>** The **IAP strategic plan** is in the planning phase.	Completion of all plans by end of 2015	
20. Survey of governance effectiveness at KPU (Board and Senate)	The survey of governance effectiveness first conducted June 2017; results will be available in Fall 2017	TBD when baseline measures are available	

Measures of Efficiency	Performance	Target	Progress
21. Proportion of education activity, as measured by FTEs, occurring between May and August	15.7% / 16.3% / 16.2% / 17.5% / 18.9% AY11/12 AY12/13 AY13/14 AY14/15 AY15/16	Greater than average of last 2 years (16.9%)	
22. Credentials awarded by learner FTE	0.20 / 0.23 / 0.24 / 0.26 / 0.29 FY11/12 FY12/13 FY13/14 FY14/15 FY15/16	$\geq$ average of all TIUs for FY15/16 (.33)	
23. Overall seat-fill rate: % of seats offered that were filled	85.8% / 83.8% / 82.2% / 76.7% / 74.8% AY11/12 AY12/13 AY13/14 AY14/15 AY15/16	$\geq$ average previous 2 years (79.5%)	

Measures of Sustainability	Performance	Target	Progress
24. Greenhouse gas emissions	GHG Emissions — GHG/1000m2 2890 / 2665 / 2545 / 2382 / 2199 29.78 / 27.18 / 25.95 / 24.29 / 22.33 2011 2012 2013 2014 2015	By 2016, 18% reduction from 2007 baseline (2,710 tCO2e)	
25. Energy density level	0.91 / 0.87 / 0.88 / 0.86 / 0.80 2011 2012 2013 2014 2015	Maintain at or below 0.85 eGK/m2	
26. STARS score on how well KPU diverts waste and conserves resources through recycling, resue, and composting	1.07 / 1.12 June 2015 June 2016	Maximum score is 3	

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Measures of Sustainability	Performance	Target	Progress
27. STARS score on how well KPU promotes campus life that reflects sustainability and the informal engagement of students	2.0 / 0.0; June 2015: 1.5, June 2016: 1.5	Maximum score is 2	
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	5.0 / 0.0; June 2015: 1.5, June 2016: 2.0	Maximum score is 4	

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	April 2014: 29.0%, June 2015: 28.8%, June 2016: 33.9%	< 20% (Proactive Management) (under consideration by AVED)	
30. Annual change in operating expenses per overall learner FTE	FY12/13: 1.4%, FY13/14: 3.2%, FY14/15: 1.7%, FY15/16: 3.6%, FY16/17: 1.6%	rate of increase in expenses within inflation rate (1.6% for 2017)	
31. Revenue minus expenses (in '000s)	FY12/13: 2,757, FY13/14: 71, FY14/15: 1,882, FY15/16: 1,407, FY16/17: 1,815	> 0	
32. Ancillary revenue minus ancillary operating expenses	FY12/13: 1,138, FY13/14: 1,568, FY14/15: 1,175, FY15/16: 1,402, FY16/17: 865	> previous year	
33. International tuition revenue as % of all non-governmental revenue	FY12/13: 19%, FY13/14: 23%, FY14/15: 26%, FY15/16: 27%, FY16/17: 31%	TBD	
34. Cash donations to KPU for capital expansions and special projects (in '000s)	FY12/13: $232, FY13/14: $81, FY14/15: $2,350, FY15/16: $814, FY16/17: $3,378	> previous year	

Measures of Employee Engagement	Performance	Target	Progress
35. Proportion of employees who reported satisfaction with their jobs *Intrinsic job satisfaction includes: skills and abilities well used, strong feelings of accomplishment, creativity encouraged, and opinions seem to count (Source: EES)	Overall — 2009: 78%, 2011: 71%, 2013: 70%, 2015: 71%. Intrinsic* — 2009: 70%, 2011: 66%, 2013: 64%, 2015: 67%	> last survey's ratings (70% for overall and 64% for intrinsic)	

Measures of Employee Engagement	Performance	Target	Progress
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)	Recommend KPU 74% 68% 69% 63%; KPU committed 54% 53% 54% 50%; Continue at KPU 51% 44% 44% 42% (2009, 2011, 2013, 2015)	> last survey's ratings (69% for recommend KPU, 54% for KPU committed, and 44% for continue at KPU)	(green/yellow/red scale, arrows)

Reputation: Recognized Teaching and Scholarship

Measures of Teaching Quality	Performance	Target	Progress
AVED 37. Proportion of former students' who reported satisfaction with their education (Source: BCSOS)	Average, BGS, DACSO, APPSO. BGS: 98% 95% 95% 96% 95%; Average: 92% 92% 91% 94% 91%; DACSO: 91% 91% 91% 93% 90%; APPSO: 88% 91% 90% 88% 85%. Year Cohort: 2012 (10/11), 2013 (11/12), 2014 (12/13), 2015 (13/14), 2016 (14/15)	AVED 16/17 target ≥ 90% AVED 17/18 target ≥ 90% AVED: BGS: Achieved DACSO: Achieved APPSO: Substantially Achieved	(green scale, arrow)
AVED 38. Proportion of former students' who assessed their quality of instruction positively (Source: BCSOS)	Average, BGS, DACSO, APPSO. BGS: 98% 96% 96% 96% 94%; DACSO: 94% 95% 94% 90% 95%; APPSO: 91% 95% 93% 95% 91%; Average values near 94-92%. Year Cohort: 2012 (10/11), 2013 (11/12), 2014 (12/13), 2015 (13/14), 2016 (14/15)	AVED 16/17 target ≥ 90% AVED 17/18 target ≥ 90% AVED: BGS: Achieved DACSO: Achieved APPSO: Achieved	(green scale, arrow)
39. Teaching and Learning Plan	Data collection and review for KPU's Teaching and Learning Strategy and related Plan are underway by the Vice Provost Teaching and Learning. The final plan, which will include applied and scholarly activities around teaching and learning, link with KPU's Research plan, is expected to be delivered by early 2018.	Completion of all plans by end of 2015	(scale, arrows at orange)

Measures of Scholarly Activity	Performance	Target	Progress
40. Research Plan	The Research and Scholarship Plan was approved in the Spring 2015	Completion of all plans by end of 2015	(green scale, arrow)
41. Dollars received for sponsored research (in '000s)	$848 $1,134 $993 $874 $896 (FY12/13, FY13/14, FY14/15, FY15/16, FY16/17)	≥ average previous 2 years ($933)	(green scale, arrows)

Measures of Scholarly Activity	Performance	Target	Progress
42. Number of research agreements with community partners	4 (FY14/15), 7 (FY15/16), 21 (FY16/17)	> previous year	
43. Number of TRI-Council proposals submitted	16 (FY14/15), 20 (FY15/16), 10 (FY16/17)	> previous year	
44. Financial impact of catalyst grant	Data available starting 2016/17	> previous year	
45. 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	19 (FY14/15), 67 (FY15/16)	> previous year	
46. Disseminate KPU's scholarly works through KORA: number of full-text downloads	1,515 (FY14/15), 3,944 (FY15/16)	> previous year	
47. Disseminate KPU's scholarly works through KORA: number of countries downloading	57 (FY14/15), 99 (FY15/16)	> previous year	

Reputation: Unique Identity

Measures of Unique Identity	Performance	Target	Progress
48. Proportion of employees who agree that KPU has a good reputation in its community (Source: EES)	58% (2009), 50% (2011), 47% (2013), 39% (2015)	> previous rating (47%)	
49. Proportion of employees who agree that there is a clear vision for KPU's future (Source: EES)	48% (2009), 42% (2011), 46% (2013), 44% (2015)	> previous rating (46%)	

Measures of Unique Identity	Performance	Target	Progress
50. 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)	■ 51% 2014 2017	$\geq$ 2014 survey's rating (95%)	
51. Number of press releases celebrating KPU's achievements and the success of it's students and graduates	128 148 143 2014 2015 2016	> previous year	
52. Number of mentions of KPU in the media, and % mentions that are positive	—— Number —■— % positive 4,167 1,904 2,348 97% 87% 2014 2015 2016	> previous year	

Reputation: Continuing and Professional Education

Measures of Continuing Education	Performance	Target	Progress
53. Headcount in continuing education and professional studies	1,321 1,842 1,952 2,197 2,741 AY11/12 AY12/13 AY13/14 AY14/15 AY15/16	$\geq$ 10% increase year over year	

Relevance: Community Engagement

Measures of Awareness	Performance	Target	Progress
54. Number of high school students that attended awareness events at KPU	1,298 1,579 1,624 2014 2015 2016	at least 20% more than previous year	
55. Number of high school students seen at KPU Outreach Activities	31,397 21,274 25,420 2014 2015 2016	at least 15% more than previous year	
56. Number of high school personnel (counsellors/teachers) attending recruitment outreach events at KPU	209 255 302 2014 2015 2016	at least 20% more than previous year	
57. Web traffic: the number of clicks on the 'Apply Now' link on the kpu.ca website	27,564 30,973 2015 2016	> previous year	

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Measures of Awareness	Performance	Target	Progress
58. The number of people creating a profile through the Future Students Portal on the kpu.ca website.	1,423 / 168 (2015 → 2016)	> previous year	
59. 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)	17% (2014 — 2017)	% double 2014 survey's rating by 2018 (34%)	
60. Proportion of the community who are "very familiar" with KPU (by any name) (Source: CPS)	11% (2014 — 2017)	% double 2014 survey's rating by 2018 (22%)	

Measures of Reputation	Performance	Target	Progress
61. Proportion of the community who identify the quality and breadth of KPU's programs among its strengths (Source: CPS)	18% (2014 — 2017)	% double 2014 survey's rating by 2018 (36%)	
62. Proportion of the community who would consider attending KPU, or would consider KPU for their children (Source: CPS)	Themselves ■ Their Children ■ / 43% / 36% (2014 — 2017)	% double 2014 survey's rating (86% for attend themselves and 72% for their children)	

Measures of Community Engagement	Performance	Target	Progress
63. Number of people/organizations* donating to KPU *excludes employee payroll giving and sponsorship	1,012 965 1,068 1,074 919 (FY11/12 FY12/13 FY13/14 FY14/15 FY15/16)	> average previous 2 years (1,071)	
64. Number of people attending TALK (Third Age Learning) courses, a participatory learning experience open to people aged 50 and above	330 375 389 376 369 (AY11/12 AY12/13 AY13/14 AY14/15 AY15/16)	> average of previous 2 years (383)	
65. Number of public events hosted by KPU	100 111 (2015 2016 2017)	> average of previous 2 years	
66. Number of external events in the Lower Mainland attended by KPU employees	300 268 (2015 2016 2017)	> average of previous 2 years	

Measures of Community Engagement	Performance	Target	Progress
67. Number of awards or appointments with regional impact received by KPU employees and students	30 → 109 (2015, 2016, 2017)	> average of previous 2 years	← (top green)
68. Proportion of programs with active external advisory committees	43% → 54% (2016, 2017, 2018)	75% for 2017; 100% for 2018	← (light green)

Relevance: Expanded Educational Access

Measures of Learner Growth	Performance	Target	Progress
69. Percent of FTE growth from previous year	0.4%, 2.2%, -1.6%, -0.2%, 2.3% (FY12/13, FY13/14, FY14/15, FY15/16, FY16/17)	5% annual growth	← (yellow)
70. Percent of Headcount growth from previous year	0.6%, 0.3%, -1.3%, -0.7%, 1.3% (FY12/13, FY13/14, FY14/15, FY15/16, FY16/17)	5% annual growth	← (orange)
AVED 71. Number of domestic AVED-funded student FTEs	9,273, 9,309, 8,935, 8,931, 8,932 (FY12/13, FY13/14, FY14/15, FY15/16, FY16/17)	AVED 16/17 target ≥ 9,077 AVED 17/18 target ≥ 9,077 AVED: Substantially achieved	← (light green)
72. Number of International student FTEs	983, 1,197, 1,362, 1,430, 1,745 (FY12/13, FY13/14, FY14/15, FY15/16, FY16/17)	Yearly increase to meet government goal of 1,300 international FTEs by FY2015/16	← (top green)
ITA 73. Seat utilization (% of funded seats filled) and headcount for ITA-funded Foundation programs	Utilization: 92%, 96%, 98%, 97%, 92%; Headcount: 280, 291, 392, 479, 426 (FY11/12, FY12/13, FY13/14, FY14/15, FY15/16)	ITA target ≥ 94.5% utilization	← (light green)
ITA 74. Seat utilization (% of funded seats filled) and headcount for ITA-funded Apprenticeship programs	Utilization: 89%, 87%, 90%, 83%, 84%; Headcount: 880, 841, 795, 713, 747 (FY11/12, FY12/13, FY13/14, FY14/15, FY15/16)	ITA target ≥ 83.4% utilization	← (top green)

Measures of Learner Growth	Performance	Target	Progress
AVED 75. Number of Nursing and other Allied Health student FTEs	597 665 764 705 705 FY12/13 FY13/14 FY14/15 FY15/16 FY16/17	AVED 16/17 target ≥ 726 AVED 17/18 target ≥ 726 AVED: Substantially Achieved	
AVED 76. Number of student FTEs in ABE, ESL, and ASE developmental programs	701 762 570 526 466 FY12/13 FY13/14 FY14/15 FY15/16 FY16/17	AVED 16/17 target ≥ 968 AVED 17/18 target ≥ 968 AVED: Not achieved	
AVED 77. Number of Aboriginal student FTEs	311 370 318 307 370 Total 201 253 241 233 290 AVED 110 118 77 73 80 ITA FY12/13 FY13/14 FY14/15 FY15/16 FY16/17	Aboriginal FTEs as % of total domestic FTEs (4%) > previous year (3%) AVED: Achieved	
78. Number and percent of student population that is Aboriginal	Headcount Percent 576 568 539 545 622 3.1% 3.1% 3.1% 3.1% 3.7% FY12/13 FY13/14 FY14/15 FY15/16 FY16/17	≥ previous year	

Relevance: Blending Theory and Practice

Measures of Experiential Learning	Performance	Target	Progress
79. Number of work related and experiential learning experiences	6,315 6,429 7,903 9,541 10,287 FY12/13 FY13/14 FY14/15 FY15/16 FY16/17	> than previous year	

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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 by KPU 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 oversee 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 21 2015

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

Appendix B: Financial Statement

See the Audited Financial Statement on the following pages.

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2017

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 financial statements.

The Board of Governors and Audit 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 Audit 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 Audit 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

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Kwantlen Polytechnic University, and
To the Minister of Advanced Education, 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, 2017, the 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, 2017 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.

Chartered Professional Accountants

May _, 2017
Langley, Canada

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position
(in thousands of dollars)
March 31, 2017, with comparative information for 2016

		2017	2016
Financial assets			
Cash and cash equivalents	(Note 3)	$ 22,769	$ 19,224
Accounts receivable	(Note 4)	5,414	5,670
Inventories for resale		439	1,282
Investments	(Note 6)	38,098	36,824
		66,720	63,000
Liabilities			
Accounts payable and accrued liabilities	(Note 7)	23,648	25,096
Deferred revenue		12,210	11,438
Deferred contributions	(Note 9)	3,734	3,198
Deferred capital contributions	(Note 10)	139,894	129,862
Obligations under capital lease	(Note 11)	707	1,036
		180,193	170,630
Net debt		(113,473)	(107,630)
Non-financial assets			
Tangible capital assets	(Note 12)	188,268	180,378
Endowment investments	(Note 6)	2,817	2,817
Prepaid expenses and deposits		5,102	5,761
		196,187	188,956
Accumulated surplus		82,714	81,326
Accumulated surplus is comprised of:			
Accumulated operating surplus		82,520	80,705
Accumulated remeasurement gains		194	621
		82,714	81,326

Contractual obligations (Note 14)
Commitments and contingent liabilities (Note 15)
See accompanying notes to financial statements.

Approved on behalf of the Board:

_____
Chair

_____
Vice-President, Finance and Administration

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KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations
(in thousands of dollars)
Year ended March 31, 2017, with comparative information for 2016

		Budget	2017	2016
		(Note 2(k))		
Revenue:				
Province of British Columbia grants	(Note 9)	$ 67,229	$ 73,223	$ 72,907
Other grants	(Note 9)	2,523	1,102	1,706
Tuition and student fees		69,359	70,926	64,868
Ancillary services		6,956	6,927	7,407
Other revenue		12,437	6,087	5,159
Amortization of deferred capital contributions	(Note 10)	5,588	5,461	5,216
		164,092	163,726	157,263
Expenses:	(Note 16)			
Instruction and instructional support		146,927	145,003	139,714
Ancillary operations		7,414	7,317	7,085
Externally sponsored activity		6,204	6,123	6,052
Research activity		3,514	3,468	3,005
		164,059	161,911	155,856
Annual surplus		33	1,815	1,407
Accumulated operating surplus, beginning of year		80,705	80,705	79,298
Accumulated operating surplus, end of year		$ 80,738	$ 82,520	$ 80,705

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt
(in thousands of dollars)
Year ended March 31, 2017, with comparative information for 2016

	Budget (Note 2(k))	2017	2016
Annual surplus	$ 33	$ 1,815	$ 1,407
Acquisition of tangible capital assets	-	(19,702)	(11,836)
Write-down of tangible capital assets	-	39	-
Amortization of tangible capital assets	12,550	11,773	11,255
	12,550	(7,890)	(581)
Net use (acquisition) of prepaid expenses and deposits	-	659	(1,593)
Net remeasurement losses	-	(427)	(729)
Change in net debt	12,583	(5,843)	(1,496)
Net debt, beginning of year	(107,630)	(107,630)	(106,134)
Net debt, end of year	$ (95,047)	$ (113,473)	$ (107,630)

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows
(in thousands of dollars)
Year ended March 31, 2017, with comparative information for 2016

		2017		2016
Cash provided by (used in):				
Operating activities:				
Annual surplus	$	1,815	$	1,407
Items not involving cash:				
Amortization of tangible capital assets		11,773		11,255
Write-down of tangible capital assets		39		-
Amortization of deferred capital contributions		(5,461)		(5,216)
Change in non-cash operating working capital:				
Accounts receivable		256		(1,096)
Prepaid expenses and deposits		659		(1,593)
Inventories for resale		843		116
Accounts payable and accrued liabilities		(1,448)		373
Deferred revenue		772		1,189
Deferred contributions		536		(522)
Net change from operating activities		9,784		5,913
Capital activities:				
Cash used to acquire tangible capital assets		(19,652)		(11,650)
Net change from capital activities		(19,652)		(11,650)
Financing activities:				
Contributions received for tangible capital assets		15,493		4,179
Principal payments on capital lease obligations		(379)		(378)
Net change from financing activities		15,114		3,801
Investing activities:				
Increase in investments		(1,274)		(3,509)
Net remeasurement losses		(427)		(729)
Net change from financing activities		(1,701)		(4,238)
Net change in cash and cash equivalents		3,545		(6,174)
Cash and cash equivalents, beginning of year		19,224		25,398
Cash and cash equivalents, end of year	$	22,769	$	19,224
Non-cash transaction:				
Tangible capital assets acquired and financed by capital leases	$	50	$	186

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses
(in thousands of dollars)
Year ended March 31, 2017, with comparative information for 2016

	2017		2016
Accumulated remeasurement gains, beginning of year	$ 621	$	1,350
Unrealized gains (losses) attributed to:			
Long term bonds	(253)		(670)
Securities	(22)		(25)
Foreign currency translation	88		35
Amounts reclassified to the Statement of Operations:			
Long term bonds	(136)		(34)
Securities	-		2
Foreign currency translation	(104)		(37)
Net remeasurement losses for the year	(427)		(729)
Accumulated remeasurement gains, end of year	$ 194	$	621

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements

(in thousands of dollars)

Year ended March 31, 2017

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.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

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 Canadian Public Sector Accounting Standards 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 Public Sector Accounting Standard PS3410. 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, 2017

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, 2017

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.

Asset	Term
Buildings	40 years
Site improvements	10 years
Major renovations	10 years
Major equipment	10 - 20 years
Library holdings	10 years
Technology infrastructure	8 years
Furniture and equipment	3 - 5 years
Leased capital assets	5 years

Work in progress is not amortized until the asset is available for productive use.

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, 2017

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, 2017

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 gain or loss 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 gain or loss in relation to the exchange rate at the date of the item's initial recognition is recognized in the Statement of Operations and Accumulated Surplus.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2016-2017 University Budget approved by the Board of Governors of Kwantlen Polytechnic University on March 30, 2016. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

3. Cash and cash equivalents

		2017		2016
Cash	$	18,071	$	14,296
Cash equivalents		4,698		4,928
	$	22,769	$	19,224

4. Accounts receivable

		2017		2016
Accounts receivable	$	7,528	$	7,095
Allowance for doubtful accounts		(2,114)		(1,425)
	$	5,414	$	5,670

5. Due from / to government and other government organizations

Included in accounts receivable		2017		2016
Provincial government	$	2,082	$	1,628
Other government		410		467
	$	2,492	$	2,095

Included in accounts payable and accrued liabilities		2017		2016
Provincial government	$	63	$	62
Other government		3		-
	$	66	$	62

KWANTLEN POLYTECHNIC UNIVERSITY
Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

6. **Financial instruments**

Investments and endowment investments recorded at fair value are comprised of the following:

	2017	2016
Long term bonds	$ 39,267	$ 38,105
Securities	1,648	1,536
	40,915	39,641
Endowment investments	2,817	2,817
Investments	$ 38,098	$ 36,824

All fixed income securities held at March 31, 2017 mature at various dates to June 2108 (2016 – June 2108) and bear interest at rates varying from 0.950% - 9.976% (2016 – 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

- 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.

KWANTLEN POLYTECHNIC UNIVERSITY
Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

7. **Accounts payable and accrued liabilities**

		2017		2016
Accounts payable and accrued liabilities	$	10,807	$	10,505
Salaries and wages payable		3,246		5,202
Accrued vacation payable		9,595		9,389
	$	23,648	$	25,096

8. **Employee future benefits**

(a) Pension benefits:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trusteed 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, 2016, the College Pension Plan has about 14,000 active members, and approximately 7,000 retired members. As at December 31, 2015, the Municipal Pension Plan has about 189,000 active members, with approximately 5,800 from colleges and special purpose, teaching universities.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015 indicated a $67 million funding surplus for basic pension benefits. The next valuation will be August 31, 2018, with results available in 2019. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2015 indicated a $2,224 million funding surplus for basic pension benefits. The next valuation 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 paid $8,580 for employer contributions to the Plans in the current year (2016 - $8,430).

(b) Maternity or parental leave:

The University provides supplemental employee benefits for faculty, staff, or 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 $561 in the current year (2016 - $420). As at March 31, 2017, the University has an obligation of $509 (2016 - $294), 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, 2017

9. 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.

	2016	Amounts received	Recognized as revenue	2017
Provincial				
Grants	$ -	$ 68,013	$ (68,013)	$ -
Deferred contributions	2,383	5,447	(5,210)	2,620
Federal				
Deferred contributions	233	701	(547)	387
Other sources				
Deferred contributions	582	700	(555)	727
	$ 3,198	$ 74,861	$ (74,325)	$ 3,734

10. Deferred capital contributions

	2016	Amounts received	Amortized as revenue	2017
Provincial	$ 120,006	$ 10,586	$ (5,145)	$ 125,447
Federal	2,347	1,542	(144)	3,745
Other sources	7,509	3,365	(172)	10,702
	$ 129,862	$ 15,493	$ (5,461)	$ 139,894

11. Obligations under capital lease

The University has entered into capital leases to finance computers and equipment at an estimated cost of borrowing of 2.78% per annum. The principal and interest payments are as follows:

	2017	2016
2017	$ -	$ 396
2018	344	332
2019	269	256
2020	107	94
2021	13	7
Total minimum lease payments	733	1,085
Less amounts representing interest	(26)	(49)
Present value of net minimum capital lease payments	$ 707	$ 1,036

Total interest on leases for the year was $26 (2016 - $33).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

12. Tangible capital assets

	Land	Buildings	Site improvements	Major renovations	Major equipment	Library holdings	Technology infrastructure	Furniture & equipment	Leased capital assets	Work in progress	Total
2017 Cost											
Opening balance	$ 20,040	$ 198,291	$ 1,080	$ 16,689	$ 376	$ 7,655	$ 615	$ 57,205	$ 1,735	$ 9,664	$ 313,350
Additions	-	47	-	851	1,535	389	395	3,383	50	13,052	19,702
Transfers to/(from) WIP	-	-	134	1,016	1,196	-	2,380	50	-	(4,776)	-
Write-down	-	-	-	-	-	-	-	-	-	(39)	(39)
Closing balance	20,040	198,338	1,214	18,556	3,107	8,044	3,390	60,638	1,785	17,901	333,013
2017 Accumulated amortization											
Opening balance	-	(72,631)	(903)	(5,160)	(26)	(5,160)	(39)	(48,514)	(539)	-	(132,972)
Amortization	-	(4,957)	(48)	(1,797)	(71)	(532)	(250)	(3,765)	(353)	-	(11,773)
Closing balance	-	(77,588)	(951)	(6,957)	(97)	(5,692)	(289)	(52,279)	(892)	-	(144,745)
2017 Net book value	$ 20,040	$ 120,750	$ 263	$ 11,599	$ 3,010	$ 2,352	$ 3,101	$ 8,359	$ 893	$ 17,901	$188,268
2016 Net book value	$ 20,040	$ 125,660	$ 177	$ 11,529	$ 350	$ 2,495	$ 576	$ 8,691	$ 1,196	$ 9,664	$180,378

(a) Work in progress:

Work in progress with a value of $17,901 (2016 - $9,664) has not been amortized. Amortization of these assets will commence when the assets are put into service.

(b) Write-down of tangible capital assets:

There was a write-down of project cost within work in progess of $39 (2016 - $nil) in the current year.

KWANTLEN POLYTECHNIC UNIVERSITY
Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

13. Financial risk management

The University has exposure to certain risks from its use of financial instruments.

The Board of Governors 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.

14. Contractual obligations

The nature of the University's activities can result in multiyear 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:

	2018	2019	2020	2021	2022
Contractrual obligations	$ 11,454	$ 2,636	$ 1,181	$ 394	$ -

15. 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 has committed to the building of the Chip and Shannon Wilson School of Design at the Richmond campus for the Faculty of Design. The University is to receive $12,000 from Chip and Shannon Wilson and lululemon athletica Canada Inc. and provincial funding of up to $12,000 in support of the project. The University has received Board approval for a budget of $12,000 as the University's contribution toward the project. The project, which has a total budget of $36,000, is expected to be completed by December 2017.

As at March 31, 2017, the University has received $8,000 (2016 - $5,000) from Chip and Shannon Wilson and lululemon athletica Canada Inc. and $10,500 (2016 - $3,000) in provincial funding. The University has incurred costs of $15,795 (2016 - $4,815) as at March 31, 2017 for this project.

(c) The University has entered into an agreement to purchase real estate to provide additional classroom space to meet future student demand. The space will be constructed and available during fiscal 2018. The project is funded by the University. As at March 31, 2017, the estimated purchase price for the real estate is $23,780 and the estimated budget for the construction project is $15,260.

(d) Subsequent to March 31, 2017, 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 $7,000 (2016 - $7,000). As at March 31, 2017, the University has not utilized the available line of credit.

(f) As at March 31, 2017, the University has issued letters of credits to the City of Surrey totaling $294 (2016 – nil) which expire in 2018.

KWANTLEN POLYTECHNIC UNIVERSITY
Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

16. Expenses by object

The following is a summary of expenses by object:

	Instruction and instructional support	Ancillary operations	Externally sponsored activity	Research activity	2017
Salaries and benefits	$ 110,926	$ 1,717	$ 1,214	$ 2,598	$ 116,455
Travel and professional development	1,939	13	134	260	2,346
Supplies	4,312	92	175	82	4,661
Student awards and bursaries	49	-	1,961	-	2,010
Fees and services	8,995	813	2,339	210	12,357
Facilities	6,520	632	229	143	7,524
Cost of sales	-	3,800	-	-	3,800
Leases, property taxes, insurance	880	27	71	7	985
Amortization of tangible capital assets	11,382	223	-	168	11,773
	$ 145,003	$ 7,317	$ 6,123	$ 3,468	$ 161,911

	Instruction and instructional support	Ancillary operations	Externally sponsored activity	Research activity	2016
Salaries and benefits	$ 109,041	$ 1,688	$ 1,329	$ 1,841	$ 113,899
Travel and professional development	1,993	8	156	304	2,461
Supplies	4,132	90	336	128	4,686
Student awards and bursaries	12	-	1,599	-	1,611
Fees and services	7,078	627	2,279	257	10,241
Facilities	6,119	382	297	121	6,919
Cost of sales	-	3,998	-	-	3,998
Leases, property taxes, insurance	523	21	56	186	786
Amortization of tangible capital assets	10,816	271	-	168	11,255
	$ 139,714	$ 7,085	$ 6,052	$ 3,005	$ 155,856

Agenda Item:	**Vision 2023 Development Process**

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

Recommended Resolution:	**THAT the Board of Governors approve the Vision 2023 Development Process as recommended by the Board Governance Committee.**

Board Committee Report:	At its June 12, 2017 meeting the Board Governance Committee approved the Vision 2023 Development Process for recommendation to the Board of Governors.

Context & Background:	Vision 2018 was the result of nine months of discussions, both internally and with KPU's external communities. It has three key themes (Quality, Reputation and Relevance) with 9 goals.
	
	Per the Board Governance Manual, Section 15.2.3
	"The Board:
	   a) Ensures there is an appropriate planning process in place that involves adequate consultation with key stakeholders; and
	   b) Review, questions, offers advice, validates and ultimately approves KPU's strategic plan, and monitors its implementation
	At various stages of development of the strategic plan, the Board is briefed on the status of the planning process and may be asked to review draft elements of the plan."

Key Messages: *[maximum of three]*	**1. The Vision 2023 Development Process will begin, following approval from the Board, in the Summer of 2017 and be complete in May or June, 2018.** **2. Vision 2023 will be a refinement of Vision 2018 and aligned with the 2023 Academic Plan. It will have 4 to 6 measurable goals.** **3. Consultation for Vision 2023 will include existing KPU committees and groups as well as KPU's external communities.**
Resource Requirements:	Dr. Alan Davis, Dr. Lori McElroy and Sunita Wiebe will form the core development team.

Implications / Risks:	NA
Consultations:	NA
Attachments:	Vision 2023 Development Process with Academic Plan
Submitted by:	Alan Davis, President & Vice Chancellor
Date submitted:	June 5, 2017

The Vision 2023 Development Processes

June 20th, 2017

- Vision 2023 will be short, concise and precise, with 4 to 6 measurable goals.
- We will align the Vision 2023 development with that of the new Academic Plan (summarized below in greyscale).
- The core development team includes Drs. Alan Davis, Lori McElroy, Sunita Wiebe and Ken Stark (Chair of the Arts Faculty Council)
- Key on-going reference groups are President's Council, SSCAAP and Board Governance.
- Engaging KPU: we will use existing bodies: Faculty Councils, Academic Council, Deans' Council, Administrative Forum, Senate, the Board, our unions, the KSA plus town halls at each campus.
- Engaging our communities: we will meet with economic development officers, employers, chambers, municipalities, school districts, key agencies and associations, KPU Foundation Board, and KPUAA

Time Frame

June, 2017:   Present the Vision 2023 process for approval by the Board

Academic Plan consultations will begin at Academic Council followed by a presentation of the process to SSCAPP.

Summer, 2017:   Undertake an Environmental Scan and prepare a summary with key themes that emerge, using

- Demographics (with new census data), financial projections, enrollment trends, community engagement results, employee engagement results, community economic development plans, provincial and federal directions
- The Vision 2018 scorecard for on-going and unfinished issues

Build a website for input and have small group consultations with unions, KSA, and Alumni leaders on the Academic Plan.

Post a series of "thought pieces" on the signature themes of the Academic Plan to generate conversations and discussions in sessions and online.

Launch a video-message forum focusing on KPU stories as they relate to the significant themes.

September, 2017:   Generate questions and talking points

Launch and promote www.thoughtexchange.com site for feedback from the KPU Community from September to June.

September 2017-January 2018: sessions with Faculty Councils, Chairs and Coordinators, Administrative Council, Student Services

October to December:

Get on the agendas of key KPU groups

Internal: Faculty Councils or subcommittees, Academic Council, Deans, Administrative Council, Admin Forum, Senate, BGC and Board, our unions, KSA, other students as feasible.

External: Economic development officers, employers, chambers, municipalities, key agencies and associations, KPU Foundation Board, and KPUAA

December, 2017:   Issue a report on main issues, trends and opportunities for Vision 2023

January and February:

Submit the Vision 2023 report to governance processes and key internal and external stakeholders

February   Assemble and write the first draft of the Academic Plan

March   Discuss the draft Academic Plan at relevant governance bodies

March 31:   Issue a draft of Vision 2023

April: Host KPU Open Town Halls, collect all feedback, and revise Vision 2023

April 30:   **Issue the final drafts of Vision 2023 and the Academic Plan for governance review and recommendation.**

May/June: Senate and Board approval

(June, 2018   Final report on Vision 2018 and current Academic Plan)

July 1, 2018:   Launch Vision 2023 and Academic Plan

Board of Governors   **Regular Meeting**
Agenda Item: **#6.2**
Meeting Date: **June 28, 2018**
Presenter(s):   **Alan Davis**

Agenda Item:	**FTE Report to AVED for Fiscal year 2016/17**

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

Recommended Resolution:	**N/A**

Board Committee Report:	For University Secretariat Use Only

Context & Background:	Every May, we report FTEs to AVED for the fiscal year that just ended. FTEs are Full-Time Equivalents that are calculated according to formula developed by AVED to capture the education activity delivered as if students were taking a full-load of courses. For most programs that would equate to taking 30 credits (or 5 courses) in the year. All educational activity is captured in FTEs, including Domestic and International students, and programs funded by AVED and by ITA, as well as those delivered through Continuing and Professional Studies. AVED has established FTE targets for each institution. Targets only apply to Domestic students in programs funded by AVED. They do not cover Trades programs which are funded by ITA, Continuing and Professional Students or International students. KPU has targets for Health programs, a target for Developmental programs (upgrading and ESL) and a target for everything else funded by AVED. We also have targets for specific programs in our Skills Gap Plan—part of government's Skills for Jobs Blueprint initiative.

Key Messages: *[maximum of three]*	**1.** Overall, FTEs have increased by 2% compared to the previous year. This is due to a 22% increase in International FTEs. Domestic FTEs are flat and ITA funded FTEs are down 5%. **2.** We achieved almost 99% of the total Domestic FTE target. We achieved 99% of the Health target, 49% of the Developmental target and 105% of the Other AVED target **3.** We achieved 100% of all targets in the Skills Gap Plan.

Resource Requirements:	Information

Implications / Risks:

FTEs are part of the performance measures we include in the Accountability Plan and Report each year. In that report, for any target that was not achieved we are required to include reasons why this may have happened and any actions being taken to address the situation. Failure to achieve the Developmental FTE is a long-standing issue. There are likely a number of reasons for this decline, but we believe one significant reason is the change in 2015 to adding tuition for domestic students taking upgrading and ESL courses. Previously, there was no tuition and government fully funded the delivery of these programs. AVED is aware of the impact and is monitoring actual enrolments to determine whether Targets need to be adjusted.

Consultations: N/A

Attachments:
1. Information Note FTE Report 2016-17
2. *KPU 2016-17 Final FTE Report*

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

Date submitted: June 16, 2017

Information Note: Final FTEs for 2016/17

From: Lori McElroy

May 10, 2017

The FTE report for Fiscal year 2016/17 is due Friday. Table 1 provides a summary of all FTEs for FY16/17 and 15/16. International FTEs increased by 22%, but total FTEs were only up by 2% since AVED funded FTE were unchanged and ITA funded FTEs had declined.

Table 1: FTE Summary: Domestic and International

	FY16/17	FY15/16	% Change
AVED Domestic	8,932	8,931	0%
ITA Funded	1,057	1,110	-5%
International	1,745	1,430	22%
Total	11,734	11,470	2%

A summary of the results in relation to our FTE targets are shown in Table 2. As predicted in the fall, we did not achieve the health or developmental FTEs. However, Health FTEs were higher than expected so we achieved 98.4% of the target. Developmental FTEs are down even more than predicted. We only achieve 46.9% of the target. Table 3 provides the results for FY15/16.

Table 2: Domestic FTEs and FTE Targets for 2016/17

	Target	Actual	Utilization
NURS	480	546	113.8%
NHCA	64	30	46.9%
HLTH	172	129	75.0%
DEV	968	466	48.7%
AVED	7,393	7,760	105.0%
TOTAL	**9,077**	**8,932**	**98.4%**
All Health	**716**	**705**	**98.5%**
Skills Gap Plan	**1,145**	**1,145**	**100.0%**

Table 3: Domestic FTEs and FTE Targets for 2015/16

	Target	Actual	Utilization
NURS	584	570	97.5%
NHCA	64	54	84.9%
HLTH	78	81	104.3%
DEV	968	526	54.4%
CSF	-	78	0.0%
AVED	7,383	7,621	103.2%
TOTAL	**9,077**	**8,931**	**98.4%**
All Health	**726**	**705**	**97.2%**
Skills Gap Plan	**690**	**690**	**100.0%**

2016/17 Final FTE Report
Kwantlen Polytechnic University

Ministry of Advanced Education
Post-Secondary Finance

Institution Contact: Norwinda Binuya-Barros   Phone Number: 604-599-3126   Email: norwinda.binuya-barros@kpu.ca

Ministry Code	CIP Code	Program Name	Target Funded FTEs								Actual FTEs				Comments
			Blueprint Baseline	14/15 Skills Gap Plan	15/16 Skills Gap Plan	16/17 Skills Gap Plan	Total Skills Gap Plan	Total Target Funded	Base Funded Target	Total Target	Blueprint Baseline	Skills Gap Plan	Base Funded	Total	
NURS	51.3801	Bachelor of Science in Nursing*	192					192		192	197		5	202	
NURS	51.3814	Bachelor of Science in Nursing - Post Baccalaureate						-	50	50			112	112	
NURS	51.3810	Bachelor of Psychiatric Nursing*						-	120	120			124	124	
NURS	Multiple	Graduate Nursing Refresher	4					4	16	20	16		24	40	
NURS	51.3801	Graduate Nursing Refresher Internationally-Educated (GNIE)						-	98	98			69	69	
NHCA	51.3902	Health Care Assistant	11					11	53	64	30			30	
HLTH	51.0703	Health Unit Coordinator					-	-	48	48			40	40	
HLTH	51.1199	Health Foundations Program*	98					98		98	65			65	
HLTH	Multiple	Allied Health*	26					26		26	23			23	
Multiple	Multiple	Developmental					-		958	958					
ASE	3201	Certificate of Completion in Access Programs for People with Disabilities - Job Preparation			10		10	10		10		10		10	
ABE	53.0101	ABE											298	298	
ESL	32.0109	ESL											115	115	
ASE	32.0101	ASE											43	43	
AVED	0110	Brewing and Brewery Operations Diploma			5	5	10	10		10		10	20	30	
AVED	1505	Diploma of Technology in Enviro. Protection		5	10		15	15		15		15	16	31	
AVED	1101	Bachelor of Technology in Information Technology				70	70	70		70		70	75	145	
AVED	1401	Certificate in Engineering		10	20		30	30		30		30	8	38	
AVED	1513	Diploma in Computer Aided Design and Drafting		10	20	5	35	35		35		35	35	70	
AVED	2203	Certificate in Legal Administrative Studies				10	10	10		10		10	40	50	
AVED	4201	Bachelor of Arts - Major in Psychology				100	100	100		100		100	151	251	
AVED	4504	BA - Major in Criminology		35	80	35	150	150		150		150	150	300	
AVED	5004	Bachelor of Interior Design		5	10	5	20	20		20		20	48	68	
AVED	5004	Bachelor of Design, Fashion and Technology		15	30	5	50	50		50		50	51	101	
AVED	5203	Bachelor of Bus. Admin. in Accounting		50	125	110	285	285		285		285	284	569	
AVED	5207	Bachelor of Bus. Admin. in Entrepreneurial Leadership		20	40	40	100	100		100		100	54	154	
AVED	5210	Bachelor of Bus. Admin. in Human Resources Mgmt.		35	80	30	145	145		145		145	140	285	
AVED	5210	Post Baccalaureate Diploma in Human Resources Mgmt.		5			5	5		5		5	2	7	
AVED	5214	Bachelor of Bus. Admin. in Marketing Management		20	40	50	110	110		110		110	100	210	
AVED	Multiple	AVED Undergraduate Balance					-	-	6,258	6,258			5,285	5,285	
AVED	Multiple	CSF Trades programs funded by AVED**											168	168	
		AVED Sub-Total	331	210	470	465	1,145	1,476	7,601	9,077	332	1,145	7,455	8,932	

ITA Funded Programs

ITEL/ITHS/ ITOT	Multiple	Foundation	443.78	
ITAP	Multiple	Apprenticeship Technical Training	613.00	
		ITA Sub-total	**1,056.78**	
		TOTAL	**9,988.41**	

Supplementary FTE Information
Health Program FTEs

	Multiple	Health Programs Funded by AVED	665.92	
	Multiple	Health Programs Funded by Other Sources	41.33	39.24 from COST-Recovery Prof Studies Courses; 2.09 from International Registrations in BSc in Health Science & Health Care Asst.
		(please list programs)		

International FTEs

	Multiple	All programs	1,744.80	

* Health Targets have been restated to reflect changes to program delivery.
**CSF programs are Trades Programs Funded by AVED under the federal Labour Market Development agreement. Please refer to the funding letters uploaded to your institution's folder on AVED Reporting SharePoint site.

FTE Summary by Program Grouping			
	Target	Actual	Utilization
NURS	480	546	113.8%
NHCA	64	30	46.9%
HLTH	172	129	75.0%
DEV	968	466	48.2%
AVED	7,393	7,760	105.0%
TOTAL	**9,077**	**8,932**	**98.4%**

All Health	716	705	98.5%

FTE Summary			
	Target	Actual	Utilization
Blueprint Baseline	331	332	100.2%
Skills Gap Plan	**1,145**	**1,145.00**	**100.00%**
Target Funded Subtotal	*1,476*	*1,477*	*100.0%*
Base Funded	7,601	7,455	98.1%
TOTAL	**9,077**	**8,932**	**98.4%**

Agenda Item:	**Academic Plan 2018 – Annual report**

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

Recommended Resolution:	n/a

Board Committee Report: *For University Secretariat Use Only*

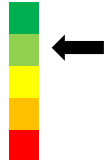**Context & Background:**   Annual report on the performance of Academic Plan 2018.

Key Messages: **Dr. Salvador Ferreras will present the Academic Plan 2018 Annual Report at the**
[maximum of   **meeting.**
three]

Attachments: Academic Plan June 2017 Final report

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

Date submitted: June 21, 2017
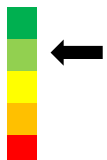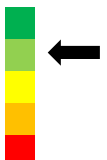
GOAL 1: To Offer Exceptional Learning Environment Attuned to Learners			
Strategy	June, 2016	June, 2017	Comments
The polytechnic university conception of our teaching and learning activity goes beyond the transmission of knowledge to students. A core intent of the Academic Plan is to support our educators 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 implementation of the Academic Plan continues to reflect a marked improvement in the delivery of educational programs and their respective support services. There has been significant progress in the areas of teaching support and professional development with the newly structured the Office of Teaching, Learning and Scholarship, the Teaching Fellows and the Creative Capital projects.

| 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. | 🟩🟩🟨🟧🟥 ← | 🟩🟩🟨🟧🟥 ← | University domestic enrolment continues to remain flat while international enrolment is growing at an impressive rate. Current SEM planning will be incorporating the findings of two important reports on the needs of mature learners and Indigenous students in the KPU region. While much work remains to be done, we find ourselves in a much better and data-informed reality that will allow us to fine-tune our systems to enable domestic enrolment growth. |

| 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 hiring of the Vice Provost, Teaching and Learning and the restructuring of the former INSTL to the newly named Office of Teaching, Learning and Scholarship set off a complete and well-received transformation of services and support for KPU instructors. Activites and events have been well attended. Interest in the offerings of this reconstituted office is a strong indicator that KPU has significantly implemented effective, timely and in-demand activities to enhance our core teaching-intensive mandate. |

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.	[green/yellow/red indicator with arrow pointing to orange]	[green/yellow/red indicator with arrow pointing to yellow]	The Provost is in the process of restructuring the Office of Research and Scholarship to a new unit titled the Office of Research and Research Services. The division supporting scholarship has been transferred to the Office of Teaching, Learning and Scholarship. This unit will better address the needs of researchers and potential researchers as well as implement the recommendations of the Office of Research and Scholarship audit report presented to the Audit Committee of the Board in early 2017.
KPU will encourage renewal and innovation in our approaches to teaching and learning, by allocating one-time funding to support and update classroom technology.	[green/yellow/red indicator with arrow pointing to light green]	[green/yellow/red indicator with arrow pointing to green]	The IT Strategic Plan addresses the future needs of KPU's core teaching and learning technology and deliver to all divisions.

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'spolytechnic university mandate.	←	←	Projects have now been funded and are underway. The arrow will move to green as projects reach completion. Interim reports have now been received. Funded projects include - Physics Labs Online, Student Apprenticeships in Community Engagement and Educational Innovation, and Summoning (NO WORDS), an interactive video-installation dealing with the compelling issues of missing and murdered Indigenous women.
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 *universitas.*	←	←	This work has now been redistributed to the Teaching Fellow position assigned to Open Studies, the Faculty of Arts (PLAR) and the Open Education Resources championed by Science and Horticulture, the Library and Arts. This indicator will move to a dark green status upon the final implementation of the KPU Complete program due this Fall 2017.

GOAL 2: To Increase Experiential Learning Opportunities			
Strategy	June, 2016	June, 2017	Comments
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.			Co-op placements have experienced a steady and healthy increase over the past five years. Through government funding, Co-op has expanded the learning opportunities for students by building a student community for current Co-op students and extension of the Employer Relations Coordinator position which will focus on recruitment, retention, and appreciation of prospective and current employers and alumni.
Encourage community-engaged scholarship that aims primarily to benefit community life through teaching, discovery, integration and application of learning.			Through the Creative Capital Fund, each of the Teaching Fellows has hired student assistants and these students have had the opportunity to develop and apply their skills and knowledge as well as provide important student-based perspectives to the Fellows specialty areas.
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.			KPU has been active in the area through the connection to the Canada-wide multi-instiutional group Research Impact. A restructuring of the Office of Research and Scholarship is underway to better align internal and external research, policy,industry contracting and intellectual property. More work is needed to reach a steadier state of activities and accountabiity.

GOAL 3: To Define Learning Outcomes and Methods of Demonstrating Student Capability
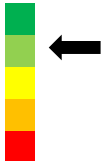
Strategy	June, 2016	June, 2017	Comments
Ensure KPU's programs and courses focus on the cultivation of specific core competencies as applicable to their areas that demonstrate: • Creative and critical thinking • Media literacy • Social intelligence • Scientific and technological capacities • Global perspectives • Broad understanding of Indigenous culture, history and world views • Environmental stewardship • Social and economic entrepreneurship			Much more work to be done in this area. Many of the bulleted items are being pursued through KPU International, the Teaching Fellows, Arts and Science, Design and by faculty/staff at large.
Align courses and program offerings with well-defined and clearly communicated learning outcomes through curriculum development and program review processes.			There have been significant developments within the School of Business and the emerging Business Framework, utilization of the robust cirriculum development process and an increase in the volume and quality of completed program reviews.

Develop, implement and evaluate models to assess competencies and learning outcomes at the course, program and institutional level.	(yellow/green rating, arrow at yellow)	(green rating, arrow at light green)	Dr. David P. Burns and a team of KPU student researchers at the Kwantlen Educational Policy Incubator [KEPI] are building a set of multimedia resources and policy proposals to assist post-secondary institutions prepare for the influx of students entering the sector from a new BC 10 - 12 cirriculum in the near future. The incubator's goal is to make KPU the hub for conversation and expertise for the next stage of this significant transformation process.
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.	(red rating, arrow at red)	(red rating, arrow at red)	This strategy has been abandoned as its core intent is being addressed within larger Faculty initiatives and program pathways.

GOAL 4: To Ensure Student Success and Well-Being

Strategy	June, 2016	June, 2017	Comments
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.	← (second band)	← (second band)	KPU has witnessed a remarkable growth in enrolment matched by an equally impressive range of students from diverse nationalities. KPU International and the Faculty of Arts have been collaborating on the creation of global competency courses that will be brought to Senate for consideration in early Fall 2017.
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: • 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.	← (second band)	← (second band)	Progress continues on the enhancement of Indigenous participation at KPU. This years highlights include the launch of the Open Door: Open Minds, STEM forum, continued work with the Squamish Trades Centre and the completion of a comprehensive report on the needs of Indigenous learners in the KPU communities.
Provide an appropriate range of integrated and easily accessible student support services that improve rates of retention, progression through, and completion of studies	← (yellow/middle band)	← (second band)	Student support at KPU now begins with addressing the needs of the first year experience in order to ensure student success, retention and completion. The new model focuses on developing a student's sense of belonging, encouraging engagement in campus life activities and supporting the student during through the challenges and opportunities inherent in the educational experience.

Ensure educational services and programs provide accessibility to our students with disabilities and incorporate universal design principles for all teaching and learning.			KPU's department of Student Services for Students with Disabilities is proposing a transformation of our present accommodation/service model to a more comprehensive model that seeks to instill inclusionary practices through a social model of service delivery for disabled students. This model aims to adopt a a new service delivery model based on social justice view of disability and accessibility.
Engage students in the development and establishment of co-curricular programs and activities that enliven their learning and assist with transitions within KPU.			The launch of the KSA accelerator is an important element in supporting innovation and entrepreneurial students at KPU.

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.			Recently, the KSA provided funding for fitness equipment at two new fitness centres constructed at KPU Tech and KPU Langley. Together, KPU and the KSA just completed an entire renovation of the second floor of the Birch Building at KPU Surrey to house a new cafeteria student space as well as multiple rooms to host student clubs and the Social Justice Space. Special events and seasonal activities brought to campus by both the University and the Student Association include Richmond's Kwantlen Street Farmers' Market and the Surrey Campus Student Garden Plots.
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.			On the fitness and wellness front KPU Surrey continues to experienced a healthy increase in visits and increased memberships including both students and employees. All campuses now have some level of fitness facilities and offerings.

KPU will develop a comprehensive Mental Health strategy for the full university community.	(green/yellow/red indicator with arrow)	(green/yellow/red indicator with arrow)	Over the past year, two working groups, consisting of students, faculty, staff and administrative employees from across the University were established and tasked with developing and implementing an action plan. The student champions working group is compiling an inventory of all health and wellness related activities that impact students across KPU to inform the work of the broader committee, build awareness, broaden participation and collaboration across units, assess where funding is or is not reaching and identify gaps in service or delivery. The employee champions working group has been reviewing utilization data of the support services currently available to employees in order to identify gaps and areas to focus. Plans are underway to conduct an employee survey in the fall in order to determine the needs of the KPU community with respect to programs, activities and services that support the health and well-being of our employees.

Agenda Item: **Notice of Election: Board Vice Chair**

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

Recommended Resolution:	N/A

Context and Background:	As per Sections 13.3(g) and 23 of the Board Governance Manual, the Board Governance Committee leads the Chair and Vice Chair succession planning process. The Board Governance Committee regularly discusses succession planning for the roles of Chair and Vice Chair.
Key Messages: *[maximum of three]*	1. **The Board Chair, Hanne Madsen invites Board members to contact her if they are interested in serving as Vice Chair.** 2. **The Board Vice Chair must be an Appointed Member.** 3. **A Call for Nominations will be made at the September 27, 2016 Board Meeting and an election for the position of Vice Chair will be held.**
Submitted by:	Keri van Gerven
Date submitted:	June 21, 2017

KPU

Agenda Item: **Update on the Board Budget as at June 20th, 2017**

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

Recommended Resolution:	N/A

Board Committee Report:	*For University Secretariat Use Only*
Context & Background:	The Board budget is prepared annually in the Fall by the University Secretary for the Board's review and approved as part of the University's budget in the Spring.
Key Messages: *[maximum of three]*	**1. The Board Budget for 2017/18 has been aligned with the zero-based budgeting process and brought into compliance with KPU Business and Travel Expense Policy and Procedures.** **2. External Audit Fees are being moved to the Vice President, Finance and Administration. There is a current charge of $10,500 that will be removed from the Board budget under "Fees and Services".**
Attachments:	Board Budget as of June 20th, 2017
Submitted by:	Keri van Gerven
Date submitted:	June 20th, 2017

Category	June - 2017 Month Actual	YTD Total Activity	Annual Budget	Budget Available
Salaries and Benefits	$2,214	$59,570	$71,600	$12,030
Supplies	$0	$26	$5,200	$5,174
Travel and PD	$52	$2,096	$31,400	$29,304
Student Awards	$0	$1,636	$4,500	$2,864
Fees and Services	$0	$11,466	$46,500	$35,034
Transfers to KPU Foundation	$0	$0	$200	$200
Total Non-Salary Expenses	$52	$15,223	$87,800	$72,577
Total All Expenses and Transfers	**$2,266**	**$74,794**	**$159,400**	**$84,606**

Board of Governors   **Regular Meeting**
Agenda Item: **#11**
Meeting Date: **June 28, 2017**
Presenter(s):   **Alan Davis**

Agenda Item:	Senate Report: May 29, 2017

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

Recommended Resolution:	**N/A**

Board Committee Report:	N/A

Key Messages: *[maximum of three]*	**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.**
Attachments	Notes from the Senate Meeting held May 29, 2017.
Submitted by:	Alan Davis / President & Vice Chancellor
Date submitted:	June 19, 2017

Notes from the Senate Meeting of May 29, 2017

The following items were approved at the May 29, 2017 Senate meeting:

- Program changes, effective September 1, 2017
  - Bachelor of Music in Musical Arts
  - Bachelor of Psychiatric Nursing Degree Completion Programs
- Mathematics Alternatives Table (MAT)
  - Changes to the MAT, effective September 1, 2017
  - Changes to the MAT, effective September 1, 2018
- Course outlines, effective September 1, 2017
  - New course outlines: MUSI 4851; ARTS 3991, 3992, 3993
  - Course outline discontinuances: MUSI 4751, 4752
- Revisions to the ENTR 3120 course outline, effective September 1, 2018
- Changes to the SSCC membership composition
- SSCC subcommittees
  - Terms of reference for the Subcommittee on Writing-Intensive Courses (SWIC)
  - A name change for the Subcommittee on BA Quantitative Courses (Q) to the Subcommittee on Quantitative Courses (SQC)
  - The amended terms of reference for SQC
- Recognition of the International Language Academy of Canada (ILAC) as per Policy AR12
- Appointments to the Associate Dean, Faculty of Health, re-appointment advisory committee
  - Regular faculty members
    - Shawn Mason, BSN
    - Leona Claxton, GNUR
    - Joan Boyce, BSN
    - Lori Shortridge, GNIE
    - Judith DeGroot, HCAP
  - Student
    - Marie-Louise Beck
- New appointments to Senate standing committees
  - Senate Nominating Committee
    - Paola Gavilanez, senator, Wilson School of Design (September 1, 2017 - August 31, 2020)
  - Senate Executive Committee
    - Harleen Deol, senator, Faculty of Health (September 1, 2017 - August 31, 2020)
    - Sonja Kreuzkamp, student senator (September 1, 2017 - August 31, 2018)
  - Senate Governance Committee
    - Michael Wong, student senator (September 1, 2017 - August 31, 2018)
    - Jennifer Au, senator, Faculty of Science and Horticulture (September 1, 2017 - August 31, 2019)
  - Senate Standing Committee on Policy Review
    - Murdoch de Mooy, student senator (September 1, 2017 - August 31, 2018)
    - Harleen Deol, faculty at large, senator, Faculty of Health (September 1, 2017 - August 31, 2020)

- David Sale, faculty at large, senator, School of Business (September 1, 2017 - August 31, 2020)
    - Senate Standing Committee on Curriculum
        - Leanne MacKenzie, faculty member, Co-operative Education (September 1, 2017 - August 31, 2020)
        - Paola Gavilanez, faculty member, senator, Wilson School of Design (September 1, 2017 - August 31, 2020)
        - Ron Murray, faculty member, Faculty of Trades and Technology (September 1, 2017 - August 31, 2020)
    - Senate Standing Committee on Academic Planning and Priorities
        - Ann-Marie McLellan, faculty member, Faculty of Arts (May 29, 2017 - August 31, 2019)
        - Amanda Grey, student senator (September 1, 2017 - August 31, 2018)
    - Senate Standing Committee on Appeals
        - Murdoch de Mooy, student senator (September 1, 2017 - August 31, 2018)
    - Senate Standing Committee on the Library
        - Amanda Grey, student senator (September 1, 2017 - August 31, 2018)
        - Allison Richardson, Librarian (September 1, 2017 - August 31, 2020)
        - Lisa Hubrick, Librarian (September 1, 2017 - August 31, 2020)
    - Senate Standing Committee on University Budget
        - David Sale, faculty member, senator, School of Business (September 1, 2017 - August 31, 2020)
        - Michael Wong, student senator (September 1, 2017 - August 31, 2018)
- Renewal of appointments to Senate standing committees
    - Senate Nominating Committee
        - Sonja Kreuzkamp, student senator (September 1, 2017 - August 31, 2018)
    - Senate Standing Committee on Policy Review
        - Bob Davis, faculty at large, senator, Faculty of Trades and Technology (September 1, 2017 - August 31, 2019)
    - Senate Standing Committee on Program Review
        - Chris Traynor, faculty member, senator, Faculty of Academic and Career Advancement (September 1, 2017 - August 31, 2020)
        - Lori McElroy, representative from Institutional Analysis and Planning (September 1, 2017 - August 31, 2020)
    - Senate Standing Committee on Academic Planning and Priorities
        - Jennifer Au, faculty member, senator, Faculty of Science and Horticulture (September 1, 2017 - August 31, 2019)
    - Senate Standing Committee on Curriculum
        - David Burns, faculty member, senator, Faculty of Arts (September 1, 2016 - August 31, 2017)
        - Khairunnisa Ali, faculty member, Co-operative Education (September 1, 2016 - August 31, 2017)
        - Linda Rogers, Librarian (September 1, 2017 - August 31, 2020)
    - Senate Standing Committee on the Library
        - Chris Traynor, faculty member, senator, Faculty of Academic and Career Advancement (September 1, 2017 - August 31, 2020)
        - Ulrike Kestler, Librarian (September 1, 2017 - August 31, 2020)
    - Senate Standing Committee on University Budget

- - Caroline Daniels, Librarian (September 1, 2017 - August 31, 2020)
    - Thomas Westgate, faculty member, senator, Faculty of Trades and Technology (September 1, 2017 - August 31, 2020)
  - Senate Standing Committee on Tributes
    - Brian Haugen, Dean, Faculty of Trades and Technology (September 1, 2017 - August 31, 2020)
- Graduates to May 29, 2017