REMINDER

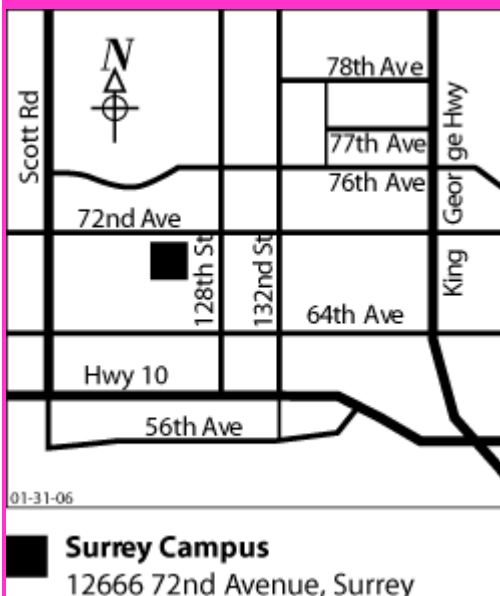# Board Meeting is at the

Surrey Campus
12666 – 72nd Avenue

Cedar Building
Room 2110
(Board Room)

Directions to Campus:

- Park in parking lot off 126 Street for reserved parking. (You may park anywhere you like, but this lot is closest to the Cedar Building).

Surrey Campus
12666 72nd Avenue, Surrey

Directions to Meeting Room
- Cedar Building is the building closest to 72nd Avenue
- Board Room (2110) is on the second floor

Regular Meeting Agenda

Board of Governors
Date: June 3, 2015
Time: 3:00-7:00 pm
Location: Surrey Campus Cedar Bldg Room 2110 (Board Room)

Teleconference Numbers:

Vancouver: 604-899-2339
Toll-free: 1-877-385-4099

Access Code: 6404574#

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

3:00 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	Kristan Ash		3:00-3:02	
2. Approval of Agenda	Kristan Ash	M	3:02-3:05	2
3. Consent Agenda	Kristan Ash	M	3:05-3:06	5
3.1. Minutes of April 1, 2014				
3.2. Governance Committee Report				
3.2.1. Program Proposal: Bachelor of Arts Major in Human Services – *Executive Summary*		M		To be distributed
3.2.2. Program Proposal: Minor in Biology		M		12
3.2.3. Program Proposal: Minor in Plant Health		M		17
3.2.4. Program Discontinuance: Bachelor of Arts Qualifying Year		M		19
3.2.5. Program Discontinuance: Associate of Arts In Canadian Studies		M		21
3.2.6. Program Discontinuance: Associate of Science in Geography		M		22
3.3. Reports Sent to Ministry				
3.3.1 Quarterly Cash Flows on Capital		I		23
3.4. KSA Audited Financial Statements to December 31, 2014		I		24
3.5. KSA Student Fees		I		42
3.6. Board Election Results		I		43
4. Finance and Audit Committee				

Regular Meeting Agenda

Board of Governors
Date: June 3, 2015
Time: 3:00-7:00 pm
Location: Surrey Campus Cedar Bldg Room
2110 (Board Room)

Agenda Item	Resource	Action	Time	Page
4.1. Chair's Report	Harpreet Bhatti	I	3:06-3:10	
4.2. Five-Year Capital Plan	Harpreet Bhatti	M	3:10-3:20	44
4.3. Draft Financial Statements for Year Ending March 31, 2015	Harpreet Bhatti	M	3:20-3:30	To be distributed
4.4. Draft Board Response to Senate Budget Recommendations	Harpreet Bhatti	M	3:30-3:40	47
4.5. Review Board Policies				
4.5.1. Policy 3.4, Financial Planning/Budgeting	Harpreet Bhatti	M	3:40-3:45	54
4.5.2. Policy 3.5, Financial Condition and Activities	Harpreet Bhatti	M	3:45-3:50	63
4.5.3. Policy 3.6, Asset Protection	Harpreet Bhatti	M	3:50-3:55	75
5. Governance Committee Report				
5.1 Chair's Report	Kristan Ash	I	3:55-4:00	
5.2 New Faculty Proposal: Faculty of Educational Support and Development	Kristan Ash	M	4:00-4:15	83
5.3 Research Plan	Kristan Ash	M	4:15-4:25	115
5.4 Internationalization Plan	Kristan Ash	M	4:25-4:35	133
5.5 Teaching and Learning Plan	Kristan Ash	I	4:35-4:45	
5.6 Indigenous Protocol	Kristan Ash	M	4:45-4:55	148
5.7 Board Meeting Schedule for 2016	Kristan Ash	M	4:55-5:00	153
5.8 Election of Officers	Kristan Ash	M	5:00-5:10	154
5.9 Appointment of Kwantlen Foundation Representative	Kristan Ash	M	5:10-5:15	155
5.10 Appointment of Senate Representative	Kristan Ash	M	5:15-5:20	156
6. Human Resources Committee				
6.1. Policy HR26 - Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff	Lisa Skakun	M	5:20-5:30	157
7. Board/Senate Task Force Report on Bi-cameral Governance	Marc Kampschuur	I	5:30-5:35	164
8. 2015/16 Mandate Letter for Public Post-Secondary Institutions	Kristan Ash/ Alan Davis	D / Signing	5:35-5:45	167

Agenda Item	*Resource*	*Action*	*Time*	*Page*
9. President's Report	Alan Davis	I	5:45-5:55	174
10. Provost's Report / Academic Plan Update	Salvador Ferreras	I	5:55-6:00	To be distributed
10.1. Strategic Enrolment Management Plan	Salvador Ferreras	M	6:00-6:15	177
11. Senate Report March 30, April 27 and May 25, 2015	Alan Davis	I	6:15-6:20	204
12. Issues and Concerns	Kristan Ash	D	6:20-6:25	
13. Next Meeting Agenda Contribution	Kristan Ash	D	6:25-6:27	
14. For the Good of the Order	Kristan Ash	D	6:27-6:35	
15. Evaluation of the Board as a Group	Bruce Wendel	E	6:35-6:40	208
16. Information Package		I		210
17. Next Meeting Regular Board Meeting Wednesday, September 23, 2015 Richmond Campus, Melville Centre for Dialogue 3:00-7:00 pm				
18. Adjournment	Kristan Ash		6:40 pm	

Board of Governors   **Regular Meeting**
Agenda Item: **#3**
Meeting Date: **June 3, 2015**
Presenter(s):   **Kristan Ash**

Agenda Item:	*Consent Agenda*

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

Recommended Resolution:	**THAT the Board of Governors approve the following items on the Consent Agenda:**
	
	3.1 Minutes April 1, 2015
	3.2 Governance Committee Report
	    3.2.1 Program Proposal: Bachelor of Arts Major in Human Services
	    3.2.2 Program Proposal: Minor in Biology
	    3.2.3 Program Proposal: Minor in Plant Health
	    3.2.4 Program Discontinuance: Bachelor of Arts Qualifying Year
	    3.2.5 Program Discontinuance: Associate of Arts In Canadian Studies
	    3.2.6 Program Discontinuance: Associate of Science in Geography
	
	AND
	
	THAT the Board of Governors receive the following for information:
	3.3 Reports Sent to Ministry
	    3.3.1 Quarterly Cash Flows on Capital
	3.4 KSA Audited Financial Statements to December 31, 2014
	3.5 KSA Student Fees
	3.6 Board Election Results

Key Messages:
[maximum of three]

1. **The items received for information were reviewed by the Finance Committee and the Governance Committee, respectively.**

Attachments:

1. Minutes April 1, 2015
2. Executive Summary of the Program Proposal: Bachelor of Arts Major in Human Services
3. Program Proposal: Minor in Biology
4. Program Proposal: Minor in Plant Health
5. Program Discontinuance: Bachelor of Arts Qualifying Year
6. Program Discontinuance: Associate of Arts In Canadian Studies
7. Program Discontinuance: Associate of Science in Geography
8. Quarterly Cash Flows on Capital
9. KSA Audited Financial Statements to December 31, 2014
10. KSA Student Fees

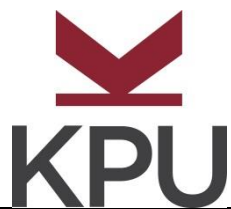**Board of Governors**   **Regular Meeting**
Agenda Item: **#3**
Meeting Date: **June 3, 2015**
Presenter(s):   **Kristan Ash**

11. Board Election Results

Submitted by: *Sandi Klassen*

Date submitted: *May 27, 2015*

REGULAR MEETING MINUTES
Board of Governors
Wednesday, April 1, 2015
Langley Campus, Boardroom 1030

Present	**Board**	**University Vice Presidents**
	Kristan Ash / Chair	Sal Ferreras / Provost & VP Academic
	Harpreet Bhatti	
	Upinder Chahal	**University Community Members**
	Alan Davis / President	Harry Gray / AVP, Administration
	Geoff Dean	Sandi Klassen / University Secretary
	Sandra Hoffman	Kathy Lylyk / Executive Director, Finance
	Marc Kampschuur	Maggie MacKenzie / Office of University Secretary
	Hanne Madsen	Debbie Mellenger / Advancement Officer
	Lisa Skakun	Nadia Rowe / Legal Counsel
	Shira Standfield	Keri van Gerven / Confidential Assistant, Office of the President
	Ken Tung	
	Bruce Wendel	Shelley Wrean / General Counsel

Regrets	Chris McCue
	Richard Hosein
	George Melville / Chancellor

Presentation	Debbie Mellenger, Advancement Officer, provided an update on the KPU Foundation, the Family Campaign, the Board of Governors Endowment Scholarship and the annual Scholarship and Awards Ceremony hosted by the KPU Foundation.

Debbie Mellenger was excused from the meeting and left the Boardroom.

1. Call to Order	The Chair called the meeting to order at 3:43 p.m.
2. Approval of Agenda	**MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the agenda.**
3. Consent Agenda	**MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following items on the Consent Agenda:** **4.1 Minutes February 3, 2015** **AND** **THAT the Board of Governors receive the following for information:** **4.2 Nominations for Board Elections** **4.3 2014/15 Budget Letter**
4. Human Resources Committee Report	*4.1 Chair's Report* The Committee Chair's Report was presented.

4.2 Senior Executive Compensation Report Status

The committee received and reviewed the status report on the recommendations from the Harris & MNP reports on Senior Executive Compensation.

Action: The committee extended their appreciation for those employees who have worked so diligently on these matters and noted that the Committee Chair will draft a letter of thanks from the Board and circulate it to Board members prior to finalization.

5. Finance and Audit Committee Report

5.1 Chair's Report

The Committee Chair's report was presented.

5.2 Draft FY15/16 University Budget

The committee reviewed the Draft FY15/16 University Budget in detail and extended its thanks to Kathy Lylyk, the Finance Department and all the people involved across the university.

Discussion followed regarding domestic and international enrolment trends, current recruitment and enrollment initiatives, international diversification and expansion, capital project expenditures and the corresponding decrease in interest income, building capital reserves and investment strategies.

The open and transparent budget process implemented last year continued and is evidenced by the work resulting from collaborations, discussions and deliberations across the university and the recommendations from the Senate Standing Committee on University Budget (SCUUB) endorsed by Senate.

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the FY 2015/16 University Budget.

5.3 Revision of Bylaw No. 4, Fees

The committee received and reviewed the revisions to Bylaw No. 4, *Fees*.

Discussion followed and it was confirmed that the 2015/16 University Budget is based on the revised fee structure. It was also noted that fees are set for new programming when introduced and are subsequently covered by the maximum increase allowed by the provincial government.

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve revisions to Bylaw No. 4*, Fees.*

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

The Committee Chair's Report was presented by the Committee Vice Chair.

6.2 Program Proposal: Minor in Journalism

The committee reviewed the Program Proposal: Minor in Journalism. It was noted that the Minor in Journalism will serve to differentiate graduates in a competitive job market and aligns with KPU's polytechnic mandate.

MOVED, SECONDED AND CARRIED THAT the Board of Governors, with the endorsement of Senate, approve the Minor in Journalism.

6.3 Program Discontinuance: Gerontology-Based Therapeutic Recreation

The committee reviewed the Program Discontinuance: Gerontology-Based Therapeutic Recreation. It was noted that the Program has not been offered since 2011 and the competencies/specialties offered in the program are included in other areas of Health programming. Following approval, the program will be eliminated from the University Calendar.

MOVED, SECONDED AND CARRIED THAT the Board of Governors, with the endorsement of Senate, approve the discontinuance of the Gerontology-Based Therapeutic Recreation (GBTR) Program.

6.1 Notice of Election for Chair and Vice Chair

The Notice of Election for Chair and Vice Chair was received and it was confirmed that only appointed Board members are eligible for election.

Action: The Chair, Kristan Ash, will contact eligible Board members to discuss their future intentions. |
| **7. Board / Senate Task Force Report** | The next Board/Senate Task Force on Bi-Cameral Governance Meeting is scheduled for May 26, 2015, from 4:00 pm – 6:00 pm on the Surrey Campus, Cedar Boardroom, Room 2110. |
| **8. President's Report** | The President's Report was received.

Alan Davis announced that Steve Lewarn has joined KPU as Executive Director, Office of Advancement and CEO of the KPU Foundation.

Shelley Wrean introduced Nadia Rowe who has joined KPU as Legal Counsel. |
| **9. Provost's Report** | The Provost's Report was received.

Discussion followed regarding the recent KPU/Squamish Ace-It Partnership Event and the role KPU plays in increasing Aboriginal participation, |

development of Strategic Enrolment and Teaching & Learning Plans, Spring Convocation and discussions with the Faculty of Academic & Career Advancement for developing a programming model that will support students and address issues in funding.

10.	Senate Report February 23, 2015	The Senate Report of February 23, 2015 was received.

| 11. | Association of Governing Boards (AGB) Workshop Reports | Alan Davis, Geoff Dean, Lisa Skakun and Ken Tung attended the AGB Workshop hosted by Langara College and provided feedback on the event. Discussion followed regarding the value of the session which featured guest speakers and highlighted the relationship between the Board and President, onboarding for Board members and challenges and ways to work together to address common issues. The event also provided opportunities to meet staff and Board members from the BC post-secondary educational community. |

Action: It was agreed that the Board would forward a letter to the Association of Governing Boards to thank them for their participation, express KPU's interest in expanding the program as an annual event and offer to act as host for the next workshop. Alan Davis will draft the letter on behalf of the Board.

Action: It was further agreed that the Board Governance Committee review the Professional Development section of the Board Governance Manual and consider the number and selection of conference attendees, additional professional development opportunities such as conferences and guest speakers at Board Planning Seminars or other education sessions.

| 12. | Public Sector Employers' Secretariat Accountability & Disclosure Information Reports | Kristan Ash, Hanne Madsen, Geoff Dean, Sandra Hoffman, Harpreet Bhatti, Ken Tung, Lisa Skakun, Alan Davis and Richard Hosein attended the Public Sector Employers' Secretariat Accountability & Disclosure Information Session. Discussion followed and the benefits for Board members and the value of the presentation handout included in the Board Package was noted. It was also agreed that the session could be offered as a webinar. |

| 13. | Issues and Concerns | ▪ Shared service initiatives such as Information Technology and Purchasing requires significant investment although the payoff would be long term.
▪ Impact of the decline in oil and gas prices on Alberta's Provincial Budget |

| 14. | Next Meeting Agenda Contribution | Board members are asked to send contributions for the next meeting agenda to Sandi Klassen. |

| 13. | For the Good of the Order | Hanne Madsen and Dr. Jane Fee were recognized for their hard work and contributions in the community by the Surrey Board of Trade with a Women in Business Award in the Corporate / Leadership and Professional categories respectively. |

14. Evaluation of the Board as a Group

Shira Standfield evaluation the Board's performance.
Noted:

- Good presentation on the KPU Foundation
- Succinct committee reports
- Informative professional development reports
- Thorough and respectful discussion
- Opportunities to expand discussion in line with planned agenda time frames

15. Information Package

An information package was received and it was noted that the Minister of Education will be attending the KPU Science Rendezvous & Education Expo at the Langley Campus on May 9, 2015.

16. Next Meeting

Wednesday, June 3, 2015 Surrey Campus, Boardroom 2110 at 3:00 p.m.

17. Adjournment

The meeting adjourned at 5:15 p.m.

_____

Board Chair

EXECUTIVE SUMMARY – BA Major in Human Services

The proposed BA Major in Human Services degree would be the **first degree with a Major in Human Services in British Columbia**. The Department of Educational Studies, within the Faculty of Arts, currently offers courses leading to a Minor in Counselling or a Concentration in Educational Studies, both of which focus on working in Human Services, a field that continues to be one of the fastest growing in Canada. The proposed BA Major in Human Services program would build on the strengths of these program options to better prepare those students who typically have a strong interest in the helping professions and a dedication to serving the mental, physical, emotional and learning needs of the general population. Professional practice in the human services is complex, challenging and rewarding because it is about making a real difference in people's lives and building a better world.

Although numerous universities in the USA and abroad offer a Major in Human Services, the only other publicly funded university in Canada offering a similarly focused program is Athabasca University, in Alberta. Several of our sister universities and colleges offer diplomas and certificates in Human Services. The BA Major in Human Services could provide opportunities for students to ladder into the program to complete their BA degree. According to KPU's Institutional Analysis and Planning Department's labour market report (see Attachment C) a high proportion of diploma and certificate program graduates go on to take further education. These findings demonstrate there is an opportunity to develop articulation agreements with those institutions so their graduates can complete the BA in Human Services at KPU, and these discussions are already occurring. Since the courses included in the proposed program are already being offered, they currently, and would continue to satisfy many of the entry requirements for post-graduate degrees in Teacher Education, Counselling Psychology, Social Work, Social Policy, Public Administration, Public Health, Vocational Rehabilitation, Education, and in Human Services at universities in Canada, the USA, and abroad.

The BA Major in Human Services emphasizes theory and practice in education and counselling to ensure that graduates of the program have the necessary skill sets in prevention, teaching, assessment, and intervention to encourage and support others to change their lives. The program is also flexible so students have autonomy to explore courses of interest while building competence in particular areas. This flexible approach prepares students to work in a variety of human service occupations.

Students in the BA Major in Human Services will learn about social issues, problems and how they occur, as well as the theory, professional ethics, and value base that is the foundation of human service practice. In line with KPU's Polytechnic Mandate to develop job ready skills and abilities, students would undertake two field-based service-learning placements in community-based human service agencies.

The program is designed to prepare graduates for entry-level employment in the field of human services where they can expect to obtain employment in the occupational category called "paraprofessional occupations in legal, social, community and education services" (from the British Columbia 2022 Labour Market Outlook Report). Most of these occupations will be in the Health Care and Social Assistance sector, which is the second largest employer in BC, making up almost 12% of the workforce in all sectors in 2013. The Health Care and Social Assistance sector is expected to have the second-highest growth in demand for workers of all sectors in BC by 2022. This will result in an increase of 64,000 jobs.

Overall, the evidence suggests that graduates from the KPU's proposed BA Major in Human Services program will readily obtain education-related employment upon graduation.

KWANTLEN POLYTECHNIC UNIVERSITY
FACULTY OF SCIENCE & HORTICULTURE

TO:	**Senate**
CC:	
FROM:	Greg Harris, Biology Department
DATE:	April 8th, 2015
SUBJECT:	Proposed Minor in Biology

The following Minor in Biology was approved by the Faculty of Science and Horticulture (FSH) Curriculum Committee on March 4th 2015, the FSH Faculty Council on March 17th 2015 and the Senate Standing Committee on Curriculum on April 1st 2015. The Biology Department requests approval of the proposed Minor in Biology by Senate.

Proposed Calendar Submission
Minor in Biology.

Background and rationale:
The Minor in Biology stems from the B.Sc. Major in Biology which launched in September 2013. The minor will expand the number of program options available to students who wish to graduate with a credential which combines course offerings from different program areas.

The Minor will be accessible to students in all Faculties from September 2015 when 3rd Year courses for the B.Sc. Major in Biology and Major in Health Science are offered for the first time. The minor is expected to increase enrolments in 3rd and 4th Year biology courses by making these courses attractive to students completing a Major or Minor in another area of study. The Minor in Biology will represent a value-added component to a student's credential and will be an excellent complement to other B.Sc. and B.A. Majors and Minors programs. The Biology Department has sought feedback on this proposal from other departments in the Faculty of Science and Horticulture and has received widespread support. In particular, it is expected to be an attractive option for students who select the Biomath Concentration in the B.Sc. Major in Applications of Mathematics as well as the B. Applied Science in Sustainable Agriculture degree.

The Minor in Biology has also been discussed with the Faculty of Arts and will be a good match with the B.Sc. Major in Applied Psychology as well as a range of B.A. Majors including General Studies, Anthropology, Applied Geography and Criminology.

Proposed implementation date:
September 2015.

Admissions Requirements:
Students pursuing a Minor in Biology must be admitted to a Faculty and be declared a Bachelor's degree student.

Program and course requirements:
Students are eligible to complete a Minor in Biology as part of an approved degree program, upon declaration to an approved Major. Upon successful completion of the minor requirements (as part of the declared Major program), transcripts will indicate a student's completion of the **Minor in Biology.**

Students will be required to complete the Bachelor degree framework requirements in their primary area of study e.g., the Bachelor of Science Framework. Per KPU Policy L.5 – Requirements for Graduation, students will complete a minimum total of 120 semester credit hours.

In addition to the above, the Minor in Biology requires a minimum of 33 credits and includes the following:

- Students must satisfy all specific course pre-requisite requirements.

YEAR 1
All of:
  BIOL 1110 CR-4 Introductory Biology I
  BIOL 1210 CR-4 Introductory Biology II

YEAR 2
At least two of:
  BIOL 2320 CR-4 Genetics
  BIOL 2321 CR-4 Cell Biology
  BIOL 2322 CR-4 Ecology
  BIOL 2330 CR-4 Microbiology I
  BIOL 2421 CR-3 Cellular Biochemistry

YEAR 3 and 4
Completion of a minimum of 17 credits consisting of 5 BIOL courses at the 3000 level or higher including:
- A minimum of 8 credits of courses with a lab component
- A minimum of 6 credits at the 4000 level or higher.

Students completing a Minor in Biology may select EITHER Directed Studies (BIOL 4190 and 4290) OR Research Project courses (BIOL 4199 and 4299) but NOT both.

Course options for Biology Minor
The following list shows upper level BIOL course options that will be available to students. 3XXX courses will be available from Fall 2015 and 4XXX courses from Fall 2016. Additional course options may become available in the future. Students must satisfy all prerequisite requirements.

Year 3

BIOL 3110 CR-4 Animal Behaviour
BIOL 3321 CR-4 Advanced Cell and Molecular Biology
BIOL 3165 CR-3 Conservation Biology
BIOL 3180 CR-3 Research Methodology
BIOL 3320 CR-4 Molecular Genetics

BIOL 3225 CR-4 Botany
BIOL 3215 CR-4 Zoology
BIOL 3160 CR-4 Human Anatomy and Physiology I
BIOL 3421 CR-3 Molecular Biochemistry
BIOL 3330 CR-4 Microbiology II

Year 4

BIOL 4140 CR-4 Animal Physiology
BIOL 4150 CR-3 Evolutionary Biology
BIOL 4235 CR-3 Marine Biology
BIOL 4245 CR-4 Developmental Biology
BIOL 4255 CR-3 Bioinformatics

BIOL 4320 CR-3 Human Genetics
BIOL 4160 CR-4 Human Anatomy and Physiology II
BIOL 4260 CR-4 Human Anatomy and Physiology III
BIOL 4360 CR-4 Human Anatomy and Physiology IV

Either BIOL 4190 CR-3 Directed Studies I
OR
BIOL 4199 CR-3 Research Project I

Either BIOL 4290 CR-3 Directed Studies II
OR
BIOL 4299 CR-3 Research Project II

Sample Program scenarios
The following scenarios include all biology prerequisite requirements.

1. B.Sc. Major in Applications of Mathematics, Minor in Biology
A student completing the Biomathematics concentration of this degree program may choose course options that resemble the following:
Note:
Bold indicates required courses for B.Sc. Major
Italics indicate additional elective options taken to obtain the Minor (beyond the requirements of the Major).

Year 1
BIOL 1110 CR-4 Introductory Biology I
BIOL 1210 CR-4 Introductory Biology II

Year 2
BIOL 2322 CR-4 Ecology
BIOL 2320 CR-4 Genetics

Year 3
BIOL 3320 CR-4 Molecular Genetics
BIOL 3165 CR-3 Conservation Biology
BIOL 3225 CR-4 Botany

Year 4
BIOL 4190 CR-3 Directed Studies I
BIOL 4290 CR-3 Directed Studies II

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2. B.Sc. Major in Applied Psychology, Minor in Biology

A student completing the B.Sc. Major in Applied Psychology may choose course options that resemble the following:
Note:
Bold indicates required courses for B.Sc. Major

Year 1
BIOL 1110 CR-4 Introductory Biology I
BIOL 1210 CR-4 Introductory Biology II

Year 2
BIOL 2321 CR-4 Cell Biology
BIOL 2320 CR-4 Genetics
BIOL 2322 CR-4 Ecology

Year 3
BIOL 3320 CR-4 Molecular Genetics
BIOL 3215 CR-4 Zoology

Year 4
BIOL 4320 CR-3 Human Genetics
BIOL 4190 CR-3 Directed Studies I
BIOL 4290 CR-3 Directed Studies II

REFERENCE DOCUMENTS

1.   General Framework for Bachelor of Science (B.Sc.) at Kwantlen Polytechnic University

APPENDIX 2

Requirements for B.Sc. Major and B.Sc. Minor Degrees
In addition to satisfying the requirements of the General Framework, students wishing to graduate with a B.Sc. degree must also satisfy the requirements of one of the following options:

B.Sc. Major
Students wishing to complete a B.Sc. Major program must satisfy the specific requirements of that program as outlined in the institution's academic calendar.

B.Sc. Major and Minor
Students wishing to complete a B.Sc. Minor degree must complete at least 15 credits at the 3000 and/or 4000 levels in the subject area of the Minor. Please note that individual departments and programs may stipulate further, or more specific, requirements in addition to these minimum requirements.
If a student satisfies the requirements of both a B.Sc. Major program and a B.Sc. Minor, then they may graduate with both designations. Note that the Major and Minor must be in different subject areas (for example, a student cannot graduate with both a Major and Minor in biology).

B.Sc. Double Minor
Students wishing to complete a B.Sc. Minor degree must complete at least 15 credits at the 3000 and/or 4000 levels in the subject area of the Minor. Please note that individual departments and programs may stipulate further, or more specific, requirements in addition to these minimum requirements.
In order to graduate with a B.Sc. Double Minor, students must satisfy the requirements for B.Sc. Minor degrees in two different subject areas and must also complete at least one 4000 level directed studies, research, or work placement course.

Other
Students wishing to graduate with an option other than those listed above (for example, Double Major) must seek approval from all of the programs and departments involved.

2. Proposal regarding Minors (Approved by Senate)

Rationale
That students are able to take courses toward a Minor in a different Faculty from that of their Major or achieve a Double Minor across two Faculties.

Implementation date
Spring 2015

Guiding Principles
- That there is consistency in terms of the shape of a minor (18-24 credits with a minimum of 12 at the upper level) (note: This is for all Faculties other than the Faculty of Trades and Technology). This should be developed into a Policy on Minors.
- Students are not admitted into a Minor; rather it is an exit credential
- In the case of a student obtaining a Major in one Faculty and a Minor in another, a single Faculty will own the degree. In most cases, this will be the Faculty in which the student is obtaining a Major.
- In the case of a double Minor spanning two Faculties, the student will choose which Faculty will own the degree
- All Minors must be completed concurrently with a Major or other Minor
- All Minors will be listed in one part of the calendar
- Minors should be perceived and encouraged as value added to degrees
- Faculty-based advisors will be familiar with Minors offered across the Faculties
- A Minor in the Faculty of Trades and Technology will be developed

MEMORANDUM

TO:	**SENATE**
CC:	
FROM:	Carol Barnett, School of Horticulture
DATE:	March 19, 2015
SUBJECT:	**Plant Health: Minor**

The School of Horticulture requests approval for a Plant Health Minor.   This proposal was approved by the Faculty of Science and Horticulture Curriculum Committee on January 22, 2015, Faculty Council on February 17, 2015 and by the Senate Standing Committee on March 4, 2015. If approved, the implementation date would be September 2015.

Proposed Calendar Submission

Plant Health Minor

Description

Plant Health is a horticultural program (Bachelor of Horticulture Science Major) supported by the School of Horticulture. The Plant Health Minor provides an opportunity for students enrolled in a Bachelors degree to study an important and applied sector of horticulture.

Plants provide the earth with oxygen, food and habitat. Food production using environmentally sensitive methods includes employing methods of pest control with the lowest possible environmental impact. Trees and other plant types provide green spaces in urban environments. These areas are critical to the social well-being of the surrounding communities. To maintain the ecological health of these spaces, sustainable methods of pest control are required.

Students will study plant health through a series of horticulture courses. Lower level courses will ensure a base in plant culture and statistical analysis. The upper level courses will fine tune the student's ability to identify pests, study life cycles, and develop science-based strategies for sustainable monitoring and control.

Student Profile

This minor will appeal to students enrolled in a Bachelors degree that wish to pursue study in plant health. The combination of a related Major and an applied minor will allow graduates to seek careers in areas such as agriculture, horticulture and environmental sectors of the economy.

Students that will be successful in this program combination will have a strong study ethic and a desire to explore an applied field of science.

Career Opportunities

Agriculture

Crop Consultant

Environmental Consultant

Natural Resource Conservation and Management

Naturalist – Park Rangers

Pest Management Professionals

Plant Protection Biologist

Urban Parks – Manager

Admissions Requirements

Students pursuing a minor in Plant Health must be admitted to a Faculty.

Curricular Requirements

The Minor in Plant Health requires completion of eighteen (18) area specific credits, including six (6) at the lower division and twelve (12) upper division credits.

The following is required:

All of:

MATH 1115	Statistics I	3 credits
HORT 3310	Entomology	3 credits
HORT 3320	Plant Pathology	3 credits
HORT 3360	Scouting, Monitoring & Assessment of Pests	3 credits
HORT 4370	National and Global Regulatory Issues	3 credits

Plus one of:

HORT 1102	Botany for Horticulture	3 credits
HORT 1155	Intro. To Plant Materials	3 credits

Credential Awarded

Upon successful completion of the minor as part of a Bachelor's degree, transcripts will indicate **Minor in Plant Health**.

KPU | **KWANTLEN POLYTECHNIC UNIVERSITY**
Faculty of Academic and Career Advancement

MEMORANDUM

TO:	Senate
FROM:	Aimee Begalka, Associate Dean, Faculty of Academic and Career Advancement; Romy Kozak, Associate Dean, Faculty of Arts
DATE:	April 27, 2015
SUBJECT:	Discontinuance of the Bachelor of Arts Qualifying Year designation

The discontinuation of the Bachelor of Arts Qualifying Year designation was approved by the ACA Curriculum Committee on November 14, 2014, the Arts Standing Committee on Curriculum on December 5, 2014, the Arts Faculty Council on December 12, 2014, the ACA Faculty Council on February 20, 2015, Senate Standing Committee on Academic Planning and Priorities on March 13, 2015, Senate Standing Committee on Curriculum on April 1, 2015, and Senate Standing Committee on University Budget on April 10, 2015. We are now requesting Senate approval of the discontinuation of this program.

The Bachelor of Arts Qualifying Year (B.A.Q.Y.) has been offered through the Faculty of Academic and Career Advancement since September of 2005. It allows students who meet university entry requirements but do not meet the requirements for admission to a B.A. program to enroll in some undergraduate courses (those without specific or further pre-requisites) while they take upgrading courses. Although it is listed under "Programs" in the academic calendar, it is not actually a program, having never gone through a formal approval process as such, but is rather a "designation."

The B.A.Q.Y. has a minimum math requirement for admission: "Passing grade in Pre-calculus 11, Principles of Math 11, Applications of Math 12 (or equivalents)." B.A.Q.Y. students must complete their upgrading courses within a year, as well as one other course: EDUC 1100 (added in 2009). The designation guarantees acceptance into a B.A. program for students who earn high enough marks in their qualifying courses. B.A.Q.Y. students also have registration priority equivalent to that of students who have been directly admitted to Year One of a B.A. program, and higher than that assigned to students in non-B.A. programs, such as the A.A., diplomas, or certificates.

Students enrolled in an Associate of Arts (A.A.) program may also take undergraduate courses while upgrading, but without meeting the minimum math pre-requisite of the B.A.Q.Y. This may be why the B.A.Q.Y. has not been a hugely popular option. Enrolment in the B.A. Qualifying Year peaked at 69 registrants in 2010-2011. Since then, it has fallen precipitously: the registrant count was 15 for 2012-13, 14 for 2013-14, and 6 for 2014-15. Even at its height, the registrant count for the Qualifying Year was modest in comparison to the 3500-4000 students who opted to enroll in an Associate of Arts credential (http://www.kpu.ca/iap/academic-year-summary).

Under KPU's new Admissions Framework, students will be admitted to a Faculty rather than to a program. If they meet university admission requirements—the C+ in English 12 or equivalent—they'll be admitted to undergraduate studies. Students with a mark of C or lower in English 12 (or the equivalent) will be admitted to the Faculty as Pathway students, and, depending on how much upgrading they have to do, will also have access to some undergraduate courses. There will be no admission directly to Year One of the B.A., so there will be no registration priority associated with this standing.

KWANTLEN POLYTECHNIC UNIVERSITY
Faculty of Academic and Career Advancement

MEMORANDUM

The B.A.Q.Y. will neither fit nor be necessary within KPU's new Admissions Framework. Therefore it should be discontinued as an option for students, effective September, 2015. All current B.A.Q.Y. students, as well as any who enroll in the B.A.Q.Y. between now and the date of discontinuance, will be able to complete their requirements as set out in the 2014-15 University Calendar.

KWANTLEN POLYTECHNIC UNIVERSITY
Faculty of Arts

MEMORANDUM

TO:	Senate
FROM:	Romy Kozak, Associate Dean, Faculty of Arts
DATE:	April 27, 2015
SUBJECT:	Discontinuation of the Associate of Arts in Canadian Studies credential

The Faculty of Arts Dean's Office is seeking the approval of Senate for the discontinuation of the Associate of Arts in Canadian Studies credential.

The discontinuation of the Associate of Arts in Canadian Studies credential, effective September 2015, was approved by the Arts Standing Committee on Curriculum on February 6, 2015 and Arts Faculty Council on February 27, 2015, the Senate Standing Committee on Academic Planning and Priorities on March 13, 2015, the Senate Standing Committee on Curriculum on April 1, 2015, and Senate Standing Committee on University Budget on April 10, 2015.

The A.A. in Canadian Studies was initially approved by Education Council in February, 2005 and first offered in Fall 2005. Since that time, according to previous year academic summaries available from IAP, the number of registrants in the program has ranged from zero to four. The credential has been awarded only twice, once in 2005-06 and once in 2010-11. In 2013-14, two students were enrolled in the program; currently, in 2014-15, there is one.

The creation of the A.A. in Canadian Studies was an innovative attempt to provide Kwantlen students of that time with an interdisciplinary option within the A.A. framework. However, the attractiveness of the credential has been compromised by structural factors within the B.C. post-secondary sector and at KPU specifically. Precisely because of its interdisciplinary focus, the credential does not clearly "ladder" into most Bachelor of Arts degrees. Among British Columbia post-secondary institutions, only UBC offers a B.A. in Canadian Studies. KPU itself does not offer a B.A. in Canadian Studies, and has no plans to do so.

Going forward, we believe that the curriculum development, review, and support efforts of the Faculty of Arts would be better directed towards other programs. Future students who wish to pursue an interdisciplinary A.A. credential comprised of Canadian-focused courses will still be able to do so via the A.A. in General Studies. The student who is registered in the A.A. in Canadian Studies has been contacted personally to ensure his academic needs are adequately addressed, and we have determined that he will be graduating from this credential in May, 2015 and moving on to a B.A. Major in Anthropology. We have determined that other former students have not registered at KPU for more than three terms, and thus if they wish to return to KPU, they will do so under the new admissions framework and pursue the credentials offered at that time.

TO:	Senate
FROM:	Romy Kozak, Associate Dean, Faculty of Arts
DATE:	April 27, 2015
SUBJECT:	Discontinuation of Associate of Science in Geography

The Geography department, with the support of the Faculty of Science and Horticulture, is seeking the approval of Senate for the discontinuation of the Associate of Science in Geography.

This discontinuation was approved by the Faculty of Science and Horticulture (FSH) Curriculum Committee on January 9, 2014, FSH Faculty Council on January 20, 2014, the Arts Standing Committee on Curriculum on February 6, 2015, Arts Faculty Council on February 27, 2015, Senate Standing Committee on Academic Planning and Priorities on March 13, 2015, Senate Standing Committee on Curriculum on April 1, 2015, and Senate Standing Committee on University Budget on April 10, 2015. If approved, the discontinuation of the A.Sc. in Geography is anticipated to be effective as of September 2015.

Rationale:

To provide more flexibility and smooth movement from Associate of Science credentials into the new Bachelor of Science programs, the FSH determined that having one General Science Associate credential would better serve its students. Presently, the specific-area Associate of Science credentials require many revisions in order to be aligned with the new Bachelor of Science degrees. Without these revisions, the movement from one credential to the next would be very difficult and would require students to take extra foundation courses. In addition, the majority of students enrolled in area-specific Associate of Science programs do not complete the credential; they either transfer out to other institutions after one year or transfer into FSH's new Bachelor degrees. With this in mind, the Faculty of Science and Horticulture found it more prudent to update only the Associate of Science in General Science and Associate of Science in Mathematics in order to continue to serve the needs of its students, and to propose that other area-specific A.Sc. credentials be discontinued. Discontinuing most area-specific credentials and revising the Associate of Science in General Science will ensure that a more flexible Associate credential option remains available, primarily as an exit route, for those not wishing to pursue a full B.Sc. degree.

There are currently no students registered in the A.Sc. in Geography, so the discontinuation of this credential will not have an impact on current students. Future students wishing to pursue an A.Sc. with a Geography focus will be able to do so within the program requirements of the A.Sc. in General Science.

			PROJECT DETAIL			PROJECT FUNDING						TOTAL PROJECT CASHFLOW NOTE: WILL BE UPDATED AFTER 14-15 Q4 (All Funding Sources)										TOTAL PROVIN
POST-SECONDARY INSTITUTION	PROJ #	COA #	PROJECT TITLE	BCKDF RESEARCHER	TOTAL PROJECT COST	PROV FUNDING	FEDERAL FUNDING	OTHER FUNDING	DONATIONS: Cash and/or In-Kind	ADD/CHECK	TOTAL CASHFLOW PREVIOUS YEARS	2014/15 ACTUAL TOTAL CASHFLOW	TOTAL 2014/15 FORECASTED CASHFLOW	TOTAL 2015/16 FORECASTED CASHFLOW	TOTAL 2016/17 FORECASTED CASHFLOW	TOTAL 2017/18 FORECASTED CASHFLOW	FUTURE YEARS FORECASTED CASHFLOW	ADD/CHECK	TOTAL - PROVINCIAL CURRENT FISCAL FORECAST ADD/CHECK	PROVINCIAL - TOTAL ACTUAL CF ADD/CHECK	PROV 2014/15 CURRENT CASHFLOW FORECAST
Kwantlen Polytechnic University	804221	862-804221-1	Green Technologies For Horticulture: Integrated Pest Management, Biocontrol Products, Clean Energy And Production Systems	HENDERSON	7,051,375	2,227,071	2,227,071	2,597,233		-	7,051,375							-	-	-	0
Kwantlen Polytechnic University	804759	462-804759-1	School of Design		36,000,000	12,000,000		12,000,000	12,000,000	-	3,048,530	498,372	498,372	1,000,000	21,250,000	10,203,098		-	-	-	0
Kwantlen Polytechnic University	804910	562-804910-1	Routine Capital - Minor Maintenance & Rehabilitation Projects		188,275	182,458		5,817		-	-	188,275	188,275	-				-	-	-	182,458
Kwantlen Polytechnic University	804936	562-804936-1	Routine Capital - Major Maintenance & Rehabilitation Projects		2,364,444	1,182,222		1,182,222		-	-	1,326,432	1,326,432	1,038,012				-	-	-	1,182,222
Kwantlen Polytechnic University	804953	562-904953-1	Routine Capital - Upgrades and Renovations		420,000	378,000		42,000		-	-	406,118	406,118	13,882				-	-	-	378,000
Kwantlen Polytechnic University	804972	562-804972-1	Carbon Neutral Capital Program		320,634	160,000		160,634		-	-	320,634	320,634					-	-	-	160,000
Kwantlen Polytechnic University	805072	562-805072-1	Blueprint - Skills Training Equipment		325,274	325,274				-	-	290,454	290,454	34,820				-	-	-	290,454

N:\dept\University Secretariat\1. Board of Governors\Finance & Audit Committee\2015\05 May 14\11.2 KPU Q4 Forecast For Submission (revised)

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5/12/2015

KWANTLEN
STUDENT
ASSOCIATION

20 May 2015

Shane King
Chair, KPU Board of Governors
C/O Sandi Klassen, University Secretary
Kwantlen Polytechnic University

To the KPU Board of Governors:

RE: KSA Audited Financial Statements for the Year 2014

Attached please find the audited financial statements of the Kwantlen Student Association for the year ending December 31, 2014. These statements were presented and made available to the general membership at the Annual General Meeting held March 30, 2015 at the KPU Surrey campus, and are currently listed on the KSA website.

Do not hesitate to ask if you have any questions about the statements, or any question relating to the operations of the KSA.

Sincerely,

Jeremy McElroy
General Manager

cc: Rolando Navarro, KSA Financial Controller
        Allison Gonzalez, KSA President
        Jane Fee, KPU VP Students

Printed on 100% post-consumer recycled paper.

FINANCIAL STATEMENTS

KWANTLEN UNIVERSITY COLLEGE STUDENT ASSOCIATION

December 31, 2014

ℳℳ TOMPKINS, WOZNY, MILLER & CO.
Chartered Accountants

INDEPENDENT AUDITOR'S REPORT

To the Members of
Kwantlen University College Student Association

Report on the Financial Statements

We have audited the accompanying financial statements of Kwantlen University College Student Association, which comprise the statement of financial position as at December 31, 2014, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, 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.

Auditor's 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 the auditor's 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, the auditor considers internal control relevant to the Association's preparation and fair presentation 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 Association'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 is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Kwantlen University College Student Association as at December 31, 2014 and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Report on Other Legal and Regulatory Requirements

As required by the British Columbia Society Act, we report that the accounting principles used in these financial statements have been applied on a basis consistent with that of the preceding year.

Tompkins, Wozny, Miller & Co.

Vancouver, Canada
March 20, 2015

Chartered Accountants

TM TOMPKINS, WOZNY, MILLER & CO.
Chartered Accountants

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Kwantlen University College Student Association
Incorporated under the Society Act of B.C.
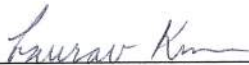
STATEMENT OF FINANCIAL POSITION

As at December 31

	Operating Fund $	Capital Asset Fund $	Health & Dental Fund $	Other Funds $	2014 Total $	2013 Total $
				[Schedule 2]		
ASSETS						
Current assets						
Cash	1,591,273	1,274,132	556,193	1,649,037	5,070,635	4,281,719
Accounts receivable [note 3]						
- Kwantlen Polytechnic University	76,561	30,807	280,918	237,128	625,414	798,700
- other	19,606	—	—	—	19,606	6,045
Marketable securities [note 4]	771,346	—	732,462	—	1,503,808	1,359,381
Inventory [note 5]	81,035	—	—	—	81,035	70,514
Prepaid expenses and deposits	35,884	—	—	—	35,884	29,200
Total current assets	2,575,705	1,304,939	1,569,573	1,886,165	7,336,382	6,545,559
Capital assets [note 6]	—	1,174,624	—	—	1,174,624	1,240,494
Total assets	2,575,705	2,479,563	1,569,573	1,886,165	8,511,006	7,786,053
LIABILITIES AND FUND BALANCES						
Current liabilities						
Accounts payable and accruals [note 7]	188,771	—	—	—	188,771	307,195
Deferred fee revenue [note 8]	462,744	278,192	1,217,932	286,162	2,245,030	2,197,858
Other liabilities [note 9]	307,567	—	—	—	307,567	234,459
Interfund payable, no specific terms	1,039,050	198,939	(258,425)	(979,564)	—	—
Total current liabilities	1,998,132	477,131	959,507	(693,402)	2,741,368	2,739,512
Fund balances						
Invested in capital assets	—	1,174,624	—	—	1,174,624	1,240,494
Internally restricted	—	827,808	610,066	2,579,567	4,017,441	3,507,367
Unrestricted	577,573	—	—	—	577,573	298,680
Total fund balances	577,573	2,002,432	610,066	2,579,567	5,769,638	5,046,541
Total liabilities and fund balances	2,575,705	2,479,563	1,569,573	1,886,165	8,511,006	7,786,053

Commitments [note 10]

See accompanying notes to the financial statements

Approved by the Board of Directors:

_____
Vice-President, Finance & Operations

_____
Vice-President, Services

Kwantlen University College Student Association
Incorporated under the Society Act of B.C.

STATEMENT OF OPERATIONS
AND CHANGES IN FUND BALANCES

Year ended December 31

	2014					2013
	Operating Fund $	Capital Asset Fund $	Health & Dental Fund $	Other Funds $	Total $	Total $
				[Schedule 3]		
REVENUES						
Student activity fees *[note 13]*	1,238,748	621,494	1,712,555	2,047,781	5,620,578	5,394,945
Investment income	140,854	—	5,142	—	145,996	76,292
Increase in fair value - marketable securities	60,720	—	—	—	60,720	103,876
Advertising and other	8,924	—	5,374	105,720	120,018	98,339
Grass Roots Café *[schedule 1]*	431,295	—	—	—	431,295	413,745
Tickets, locks and other sales	40,306	—	—	—	40,306	39,994
	1,920,847	621,494	1,723,071	2,153,501	6,418,913	6,127,191
EXPENSES						
Activities	—	—	3,749	995,038	998,787	687,079
Amortization of capital assets	—	147,373	—	—	147,373	154,584
Bank charges and interest	8,468	—	—	—	8,468	11,967
Bursaries	—	—	—	13,840	13,840	41,727
Campaigning and dues	—	—	—	39,067	39,067	26,437
Common area expenses	17,567	—	—	—	17,567	15,088
Conferences and travel	—	—	—	36,947	36,947	31,630
Elections	26,991	—	—	—	26,991	39,350
Executive and representatives stipends	142,101	—	—	—	142,101	106,583
Grass Roots Café *[schedule 1]*	427,142	—	—	—	427,142	377,445
Handbook	28,882	—	—	—	28,882	27,104
Insurance	23,028	—	—	—	23,028	19,521
Investment management fees	16,576	—	—	—	16,576	16,389
Minor equipment and repairs	—	21,619	—	—	21,619	8,906
Multi-cultural events (net of $3,700 revenue)	—	—	—	13,301	13,301	—
Office, postage, supplies and other	93,344	—	—	—	93,344	75,311
Professional	211,528	—	—	—	211,528	89,350
Shuttle bus	—	—	—	304,052	304,052	353,556
Student Health and Dental Plan premiums	—	—	1,856,889	—	1,856,889	1,748,180
Telephone, internet and cable	37,839	—	—	—	37,839	26,995
Tickets and locks	38,220	—	—	—	38,220	34,770
Wages, subcontractors and benefits	730,350	44,827	—	417,078	1,192,255	963,903
	1,802,036	213,819	1,860,638	1,819,323	5,695,816	4,855,875
Excess (deficiency) of revenue for the year	118,811	407,675	(137,567)	334,178	723,097	1,271,316
Fund balances, beginning of year	298,680	1,589,901	748,032	2,409,928	5,046,541	3,775,225
Interfund transfers						
Capital asset purchases	—	4,856	—	(4,856)	—	—
Allocation of overhead	160,082	—	(399)	(159,683)	—	—
Fund balances, end of year	577,573	2,002,432	610,066	2,579,567	5,769,638	5,046,541

See accompanying notes to the financial statements

Kwantlen University College Student Association
Incorporated under the Society Act of B.C.

STATEMENT OF CASH FLOWS

Year ended December 31

	2014 $	2013 $
OPERATING ACTIVITIES		
Excess of revenue for the year	723,097	1,271,316
Add items not affecting cash		
Amortization of capital assets	147,373	154,584
Increase in market value of marketable securities (net)	(60,720)	(103,876)
Changes in non-cash working capital items		
Accounts receivable	159,725	(52,787)
Inventory	(10,521)	24,355
Prepaid expenses and deposits	(6,684)	(2,165)
Accounts payable and accruals	(118,424)	(464,315)
Deferred fee revenue	47,172	137,236
Other liabilities	73,108	234,459
Cash provided by operating activities	954,126	1,198,807
FINANCING ACTIVITIES		
Repayment of bank loan	—	(100,000)
Cash used in financing activities	—	(100,000)
INVESTING ACTIVITIES		
Purchase of marketable securities (net)	(83,707)	(29,546)
Purchase of capital assets	(81,503)	(229,029)
Cash used in investing activities	(165,210)	(258,575)
Increase in cash during the year	788,916	840,232
Cash, beginning of year	4,281,719	3,441,487
Cash, end of year	5,070,635	4,281,719

See accompanying notes to the financial statements

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

1. PURPOSE OF THE ORGANIZATION

Kwantlen University College Student Association ("Association") is a not-for-profit organization incorporated pursuant to the Society Act of British Columbia that provides support services and advocacy representation to the student membership. The Association is exempt from income taxes.

The mission of the Association is to support its members during their time of study by ensuring adequate provision for their welfare, activities, political and social needs. Through its democratic procedures, the Association represents and reflects the concerns and priorities of its membership to the Kwantlen Polytechnic University ("University") and beyond, and strives to uphold the rights of each of its members.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO") and include the following significant accounting policies:

Use of Estimates

The preparation of financial statements in conformity with Canadian ASNPO requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenues and expenses reported during the year. Significant areas requiring the use of management estimates relate to the determination of net recoverable value of assets, in particular as it relates to useful lives of capital assets and the determination of the deferred portion of fees collected. Actual results could differ from these estimates.

Revenue Recognition

The Association follows the deferral method of accounting for contributions.

Revenue from student activity fees is recognized according to the academic terms they relate to.

Unrestricted contributions are recognized as revenue of the appropriate fund when received or receivable if the amount to be received can be reasonably estimated and the collection is reasonably assured.

Revenue from all other sources is recognized when the service is provided or when the respective goods are sold to the customer.

Investment income is recognized as revenue in accordance with the terms of the underlying investment, which in the case of interest, is generally with the passage of time.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Fund Accounting

The Association follows fund accounting. The major funds are described below:

Operating Fund

The Operating Fund reports the assets, liabilities, revenues and expenses related to the Association's support services and administrative activities.

Capital Asset Fund

The Capital Asset Fund reports the assets, liabilities, revenues and expenses related to the Association's capital assets.

The fund is internally restricted for the purchase of capital assets, minor capital purchases and related repairs.

Health & Dental Fund

Members of the Association have agreed to contribute up to $187 per year for the purpose of offering both an extended health plan and dental plan for students at the University. This fund is internally restricted for expenditures on health and dental plans and wellness programs for students.

Other Funds

Other funds include the Lobbying Fund, Women's Centre Capital Fund, Bursary Fund, START Volunteer Program Fund, Reboot Computer Service Fund, Intramurals Fund, Clubs and Events Fund, Advocacy Service Fund, Social Justice Fund, Peer Counselling Fund and Multi-Pass Fund. These funds are internally restricted for expenditures related to their respective purposes as documented in the Association's regulations.

Measurement of Financial Instruments

The Association initially measures its financial assets and financial liabilities at fair value.

The Association subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in net income.

Financial assets measured at amortized cost include cash and accounts receivable.

Financial assets measured at fair value include marketable securities.

Financial liabilities measured at amortized cost include accounts payable and other liabilities.

Financial assets measured at amortized cost are tested for impairment when there are indicators of impairment.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Foreign Currency Transactions

The Society uses the temporal method to translate its foreign currency transactions. Monetary assets and liabilities are translated at the exchange rate in effect at the balance sheet date. Other assets and liabilities are translated at the exchange rate in effect at the transaction date. Items appearing in the current year's statement of operations are translated at monthly rates. Exchange gains and losses are included in the statement of operations.

Cash

Cash is defined as cash on hand and cash on deposit, net of cheques issued and outstanding at the year-end.

Statement of Cash Flows

The statement of cash flows is prepared on a net cash basis and cash flows from operating activities are reported using the indirect method.

Marketable Securities

Marketable securities are recorded at market value.

Inventory

Grass Roots Café inventory is measured at the lower of cost and net realizable value, with the direct cost of purchase being determined using the weighted average cost method.

All other inventory is measured at the lower of cost and current replacement cost, with the direct cost of purchase being determined using the weighted average cost method.

Capital Assets

Purchased capital assets are recorded in the Capital Asset Fund at cost.

Amortization is provided on a straight-line basis over the assets' estimated useful lives as follows:

- Student Association premises   25 to 30 years
- Yoga studio improvements   10 years
- Bike lockers   10 years
- Waterfillz stations   5 years
- Grass Roots Café equipment   5 years
- Furniture and equipment   5 years
- Computer equipment   3 years

Artwork is not amortized.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

3. ACCOUNTS RECEIVABLE

	2014 $	2013 $
Kwantlen Polytechnic University	625,414	798,700
Trades and other	16,645	6,045
Government - GST	2,961	—
Allowance for doubtful accounts	—	—
	19,606	6,045
	645,020	804,745

4. MARKETABLE SECURITIES

The Association's marketable securities, which are managed by CIBC Wood Gundy and Quadrus, consist of the following:

	2014		2013	
	Operating $	Heath & Dental $	Operating $	Heath & Dental $
Cash on account	8,868	14,211	—	—
Mutual funds / segregated funds	384,242	307,133	—	—
Money market funds	544	—	540	—
Canadian bonds	—	—	368,542	347,466
International bonds	—	—	26,506	24,993
Canadian equities	278,496	246,636	71,391	67,317
U.S. equities	99,196	164,482	125,788	118,610
International equities	—	—	107,172	101,056
	771,346	732,462	699,939	659,442

5. INVENTORY

	2014 $	2013 $
Fitness passes	61,698	54,968
Movie tickets, promotional items and others	9,676	8,104
Grass Roots Café supplies and liquor	9,661	7,442
	81,035	70,514

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

6. CAPITAL ASSETS

	Cost	Accumulated Amortization	Net Book Value
	$	$	$
2014			
Student Association premises	1,756,683	888,380	868,303
Yoga studio improvements	25,733	15,440	10,293
Bike lockers	52,264	10,453	41,811
Waterfillz stations	114,142	44,685	69,457
Grass Roots Café equipment	64,910	42,771	22,139
Furniture and equipment	312,275	167,884	144,391
Computer equipment	37,586	23,056	14,530
Artwork	3,700	—	3,700
	2,367,293	1,192,669	1,174,624
2013			
Student Association premises	1,756,683	829,121	927,562
Yoga studio improvements	25,733	12,867	12,866
Bike lockers	52,264	5,226	47,038
Waterfillz stations	109,286	21,857	87,429
Grass Roots Café equipment	64,910	36,632	28,278
Furniture and equipment	254,429	126,835	127,594
Computer equipment	22,486	12,759	9,727
	2,285,791	1,045,297	1,240,494

7. ACCOUNTS PAYABLE AND ACCRUALS

	2014	2013
	$	$
Operations	98,516	125,084
Due to Polytechnic Ink Publishing Society	10,044	89,287
Government remittances - GST	—	12,183
- Payroll taxes	566	16,724
- Worksafe BC	—	643
Wages and vacation	79,645	63,274
	188,771	307,195

8. DEFERRED FEE REVENUE

Deferred fee revenue consists of student fees received or receivable by December 31, 2014 which relate to the 2015 year.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

9. OTHER LIABILITIES

	2014 $	2013 $
Public Interest Research Group	231,880	200,167
Radio Free Kwantlen	75,687	34,292
	307,567	234,459

During the year the Association collected fees on behalf of the Public Interest Research Group and Radio Free Kwantlen. Subsequent to the year-end, $232,328 was paid to the Public Interest Research Group.

10. COMMITMENTS

i) Lease Commitments

The Association leases space from the University. The annual lease cost to the Association is $1 plus its share of common area maintenance expenses. The lease expires in May 2029.

The estimated common area maintenance expenses over the next five years are as follows:

	$
2015	20,400
2016	21,012
2017	21,642
2018	22,291
2019	22,960
	108,305

ii) Health and Dental Plan

The Association is committed to monthly broker fees and insurance premiums of approximately $17.23 per student registered in the Health and Dental Plan until August 31, 2015. As at December 31, 2014, there were approximately 9,100 students registered in the Health and Dental Plan.

Kwantlen University College Student Association
Incorporated under the Society Act of B.C.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

11. FINANCIAL INSTRUMENTS

The Association is exposed to various risks through its financial instruments. The following analysis presents the Association's exposures to significant risk as at December 31, 2014.

Credit risk

The Association is exposed to credit risk in the event of non-performance by counterparties in connection with its accounts receivable. The Association does not obtain collateral or other security to support its accounts receivable subject to credit risk but mitigates this risk by dealing mainly with Kwantlen Polytechnic University and, accordingly, does not anticipate significant loss for non-performance.

The Association is also exposed to credit risk with respect to its bank deposits and marketable securities. The Association reduces its credit risk by placing its bank deposits with a chartered Canadian bank and by having its marketable securities managed by professional investment managers.

Liquidity risk

Liquidity risk is the risk of being unable to meet cash requirements or fund obligations as they become due. It stems from the possibility of a delay in realizing the fair value of financial instruments.

The Association manages its liquidity risk by constantly monitoring forecasted and actual cash flows and financial liability maturities, and by holding assets that can be readily converted into cash.

Interest rate risk

The Association is exposed to interest rate risk on its fixed and floating interest rate financial instruments. Fixed-rate instruments subject the Association to a fair value risk while the floating rate instruments subject it to a cash flow risk. The Association is exposed to this type of risk as a result of investments in bonds and equities *[note 4]* .

Currency risk

The Association has marketable securities that are denominated in a foreign currency and thus are exposed to the financial risk of earnings fluctuations arising from changes in foreign exchange rates and the degree of volatility of these rates.

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

12. NON-DISCRETIONARY ALLOCATIONS - OTHER FEES

During the year, the Association collected fees on behalf of the following autonomous organizations:

	2014 $	2013 $
Polytechnic Ink Publishing Society (PIPS)	238,695	243,159
Canadian Federation of Students (CFS)	—	221,309
	238,695	464,468

The Association began collection of CFS fees in 2009. In December 2013, the University started remitting these fees directly to CFS.

As these fees are collected in trust on behalf of these organizations, they are not included in the Association's statement of operations.

13. STUDENT ACTIVITY FEES

Student activity fees are comprised of the following:

	2014 $	2013 $
Lobbying Fund	93,786	93,453
Bursary Fund	35,252	35,297
START Volunteer Program Fund	119,763	119,343
Reboot Computer Service Fund	96,815	96,491
Intramurals Fund	80,797	80,519
Clubs and Events Fund	209,999	209,268
Advocacy Service Fund	32,215	32,110
Social Justice Fund	48,582	48,418
Peer Counselling Fund	48,582	48,418
Multi-pass Fund	1,281,990	1,289,570
	2,047,781	2,052,887
Operating Fund	1,238,748	1,240,114
Student Union Building Capital Fund	621,494	402,024
Health and Dental Fund	1,712,555	1,699,920
	5,620,578	5,394,945

NOTES TO FINANCIAL STATEMENTS

December 31, 2014

14. OTHER INFORMATION

The Association currently collects student publication fees on behalf of PIPS and remits these fees to PIPS on a monthly basis.

The transactions with PIPS are summarized below:

At December 31, 2014, $10,044 [2013 - $89,287] was included in accounts payable and accruals which is owing to PIPS *[note 7]* ;

For the year ending December 31, 2014, the Association charged PIPS $170 [2013 - $12,158] for administrative fees; and

For the year ending December 31, 2014, the Association collected $238,695 [2013 - $243,159] of designated student publication fees on behalf of PIPS *[note 12]* .

15. RELATED PARTY TRANSACTIONS

For the year ending December 31, 2014, the Association paid executive and representative stipends to executive board members and other elected personnel in the amount of $142,101 [2013 - $106,583].

16. COMPARATIVE FIGURES

Certain 2013 comparative figures have been reclassified to conform to the presentation adopted in the current year.

Kwantlen University College Student Association
Incorporated under the Society Act of B.C.

Schedule 1

SCHEDULE OF REVENUE AND EXPENSES
GRASS ROOTS CAFE

Year ended December 31

	2014 $	2013 $
Sales	431,295	413,745
Cost of sales	210,124	191,162
Gross profit	221,171	222,583
Other expenses		
Bank and credit card charges	11,929	8,408
Repairs and maintenance	5,969	4,940
Wages and benefits	199,120	172,935
	217,018	186,283
Income from operations	4,153	36,300

See accompanying notes to the financial statements

Kwantlen University College Student Association

Incorporated under the Society Act of B.C.

STATEMENT OF FINANCIAL POSITION - OTHER FUNDS

As at December 31

						2014							2013
	Lobbying Fund $	Women's Centre Capital Fund $	Bursary Fund $	START Volunteer Program Fund $	Reboot Computer Service Fund $	Intramurals Fund $	Clubs and Events Fund $	Advocacy Service Fund $	Social Justice Fund $	Peer Counselling Fund $	Multi-Pass Fund $	Total $	Total $
ASSETS													
Current assets													
Cash	—	—	—	—	—	—	—	—	—	—	1,649,037	1,649,037	1,314,688
Accounts receivable - Kwantlen Polytechnic University	3,907	—	1,633	4,993	4,020	3,363	8,719	1,325	2,038	2,038	205,092	237,128	315,176
Total current assets	3,907	—	1,633	4,993	4,020	3,363	8,719	1,325	2,038	2,038	1,854,129	1,886,165	1,629,864
LIABILITIES AND FUND BALANCES													
Current liabilities													
Deferred fee revenue [note 8]	35,110	—	12,613	44,814	36,282	30,258	78,645	12,078	18,181	18,181	—	286,162	297,286
Interfund payable	(222,580)	(5,624)	(43,851)	(186,805)	(124,089)	(240,603)	(146,542)	(81,143)	(43,365)	(153,013)	268,051	(979,564)	(1,077,350)
Total current liabilities	(187,470)	(5,624)	(31,238)	(141,991)	(87,807)	(210,345)	(67,897)	(69,065)	(25,184)	(134,832)	268,051	(693,402)	(780,064)
Fund balances													
Internally restricted	191,377	5,624	32,871	146,984	91,827	213,708	76,616	70,390	27,222	136,870	1,586,078	2,579,567	2,409,928
Total fund balances	191,377	5,624	32,871	146,984	91,827	213,708	76,616	70,390	27,222	136,870	1,586,078	2,579,567	2,409,928
Total liabilities and fund balances	3,907	—	1,633	4,993	4,020	3,363	8,719	1,325	2,038	2,038	1,854,129	1,886,165	1,629,864

See accompanying notes to the financial statements

TOMPKINS, WOZNY, MILLER & CO.
Chartered Accountants

Kwantlen University College Student Association
Incorporated under the Society Act of B.C.

Schedule 3

STATEMENT OF OPERATIONS - OTHER FUNDS

Year ended December 31

| | 2014 | | | | | | | | | | | | 2013 |
	Lobbying Fund $	Women's Centre Capital Fund $	Bursary Fund $	START Volunteer Program Fund $	Reboot Computer Service Fund $	Intramurals Fund $	Clubs and Events Fund $	Advocacy Service Fund $	Social Justice Fund $	Peer Counselling Fund $	Multi-Pass Fund $	Total $	Total $
REVENUES													
Student activity fees [note 13]	93,786	—	35,252	119,763	96,815	80,797	209,999	32,215	48,582	48,582	1,281,990	2,047,781	2,052,887
Other	—	—	—	—	5,453	2,136	—	—	—	—	98,131	105,720	67,494
	93,786	—	35,252	119,763	102,268	82,933	209,999	32,215	48,582	48,582	1,380,121	2,153,501	2,120,381
EXPENSES													
Activities	—	—	—	24,719	33,792	24,213	175,481	13,548	53,786	5,595	663,904	995,038	683,253
Bursaries	—	—	13,840	—	—	—	—	—	—	—	—	13,840	41,727
Campaigning and dues	39,067	—	—	—	—	—	—	—	—	—	—	39,067	26,437
Conferences and travel	32,908	—	—	—	—	—	4,039	—	—	—	—	36,947	30,993
Multi-cultural events (net of $3,700 revenue)	—	—	—	—	—	—	13,301	—	—	—	—	13,301	—
Shuttle bus	—	—	—	—	—	—	—	—	—	—	304,052	304,052	353,556
Wages, subcontractors and benefits	36,931	—	—	65,616	69,242	38,191	36,767	17,144	—	41,435	111,752	417,078	243,152
	108,906	—	13,840	90,335	103,034	62,404	229,588	30,692	53,786	47,030	1,079,708	1,819,323	1,379,118
Excess (deficiency) of revenue for the year	(15,120)	—	21,412	29,428	(766)	20,529	(19,589)	1,523	(5,204)	1,552	300,413	334,178	741,263
Fund balances, beginning of year	218,075	5,624	12,930	127,160	103,547	199,814	119,200	72,130	38,144	140,318	1,372,986	2,409,928	1,886,958
Interfund transfers													
Capital asset purchases	—	—	—	—	—	—	—	—	—	—	(4,856)	(4,856)	(100,515)
Allocation of overhead	(11,578)	—	(1,471)	(9,604)	(10,954)	(6,635)	(22,995)	(3,263)	(5,718)	(5,000)	(82,465)	(159,683)	(117,778)
Fund balances, end of year	191,377	5,624	32,871	146,984	91,827	213,708	76,616	70,390	27,222	136,870	1,586,078	2,579,567	2,409,928

See accompanying notes to the financial statements

TOMPKINS, WOZNY, MILLER & CO.
Chartered Accountants

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KWANTLEN
STUDENT
ASSOCIATION

12666 72nd Avenue
Surrey, BC V3W 2M8

Reception: 604.599.2126
Facsimile: 604.599.2429
Website: www.kusa.ca

13 March 2015
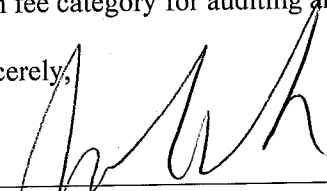
Jane Fee
Vice Provost – Students

Dear Ms. Fee,

Pursuant to section 21 (1) of the *University Act* of British Columbia, please consider this letter as formal notice of the changes to fees of the Kwantlen Student Association for the 2015-2016 year for consideration at the 1 April 2015 Board of Governors Meeting:

1. **Student Health & Dental Plan Fee:**
   a. Beginning **1 September 2015** for **ALL academic students**;
   b. **$80.00 per year** for Student Association Extended Health Plan;
   c. **$110.00 per year** for Student Association Dental Plan.
2. **SUB Capital Fee:**
   a. Beginning **1 September 2015**;
   b. For academic students, $2.95 per credit;
   c. For continuous intake students, $2.70 per week.
3. **Social Justice Fee:**
   a. Beginning **1 September 2015**;
   b. For academic students, $0.20 per credit;
   c. For continuous intake students, $0.18 per week.
4. **Canadian Federation of Students Fee:**
   a. Beginning **1 September 2015**;
   b. For academic students, $0.97 per credit to a maximum of $8.76 per semester;
   c. For continuous intake students, $0.87 per week.
5. **Radio Free Kwantlen Fee:**
   a. Cease Collection from all students as of **1 September 2015**
6. All other fees remain at current collection rates.

In accordance with existing practices, when remitting fees to the KSA we would ask that you please continue to provide detailed break-downs of each individual fee, and provide us with separate cheques for each fee category for auditing and accounting purposes.

Sincerely,

Jessica Lar-Son
President
Kwantlen Student Association

Jeremy McElroy
General Manager
Kwantlen Student Association

cc: Shane King, Chair KPU Board of Governors
        Sandi Klassen, University Secretary
        Rolando Navarro, KSA Financial Controller

Agenda Item: *Board Election Results*

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

Recommended Resolution:	N/A

Board Committee Report:	*For University Secretariat Use Only*
Key Messages: *[maximum of three]*	1. **The following individuals will join the Board on September 1, 2015 as a result of the recent election:** - **Kim Rose, Professional Support Staff** - **Steven Button, Student** - **Jessica Lar-Son, Student** 2. **Geoff Dean has agreed to continue on the Board until the results of the Fall 2015 By-election are known since there were no nominations for this faculty position on the Board. This is in accordance with the University Act, Sec 20 (1) which states: "Each member of the board elected under section 19(1) (c) and (f) and 2 (c), (d), (h) and (i) holds office for 3 years and after that until a successor is elected."**
Context & Background:	*N/A*
Resource Requirements:	*[A summary of any operational, financial, human resources, or capital resource requirements of this proposal, and the source(s) of funding.]*
Consultations:	*[Delete if not applicable]* *[What other bodies or officers have reviewed this proposal? Has there been adequate consultation with those who might be affected by this proposal?]* *[Include a brief chronology of events leading to the recommendation, if required.]*
Submitted by:	*Sandi Klassen*
Date submitted:	*May 26, 2015*

Agenda Item: Five-Year Capital Plan

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

Recommended Resolution:	**THAT the Board of Governors approve KPU's Five-Year Capital Plan Submission to the Ministry of Advanced Education.**

Board Committee Report:	*The Board Finance Committee reviewed and discussed the Five-Year Capital Plan at its May 14, 2015 meeting and recommends it to the Board of Governors for approval for submission to the Ministry of Advanced Education.*

Key Messages: *[maximum of three]*	1. **The Five-Year Capital Plan identifies projects that are seeking provincial funding as well as from other funding sources.** 2. **Meets provincial requirements for either new priority projects or whole asset replacement and renewal projects.** 3. **Senate endorsed the Five—Year Capital Plan at its May 26, 2015 meeting as part of the consultation required in the University Act 27(2)(d).**

Context & Background:	The Ministry of Advanced Education will request the Five-Year Capital plan for submission in June 2015. The plan requires approval by the institution's Board of Governors.
Implications / Risks:	Without the Five-Year Capital plan submission to the Ministry, KPU would not be considered for provincial funding for any of the major projects.
Consultations:	Review and comment was provided by the Polytechnic University Executive (PUE), President's Council, Senate Standing Committee on the University Budget (SSCUB), and Senate.
Attachments:	1. *KPU - 96864 - Att 3 - Prioritized List of Proposed Cat 1 and 2 Projects* 2. *KPU - 96864 - Att 4 - Project Summary for Major Ongoing Planned Self-Funded Projects*
Submitted by:	*Karen Hearn and Trevor Wong*
Date submitted:	*May 29, 2015*

5 Year Capital Plan Instructions (2016/17-2020/21)

Attachment 3 -- Prioritized list for both Proposed Category 1: New Priority Projects and Category 2: Whole Asset Replacement & Renewal Projects

#	Institution	Campus	Project Description	Project Category	Anticipated Construction Start Date	Anticipated Occupancy Date	Total Project Budget	Total Cashflow Forecast 2016/17	Total Cashflow Forecast 2017/18	Total Cashflow Forecast 2018/19	Total Cashflow Forecast 2019/20	Total Cashflow Forecast 2020/21	Total Cashflow Forecast Outgoing Years	Provincial Cashflow Forecast 2016/17	Provincial Cashflow Forecast 2017/18	Provincial Cashflow Forecast 2018/19	Provincial Cashflow Forecast 2019/20	Provincial Cashflow Forecast 2020/21	Total Provincial Cashflow Forecast Outgoing Years	Total Provincial Budget
1	KPU	Surrey	Academic Building	New Priority Project	Apr-18	Sep-20	$68,500,000	$250,000	$3,500,000	$5,000,000	$25,000,000	$30,000,000	$4,750,000	$250,000	$3,500,000	$5,000,000	$25,000,000	$30,000,000	$4,750,000	$68,500,000
2	KPU	Langley	Library Expansion	New Priority Project	Apr-17	Aug-18	$5,200,000	$350,000	$1,600,000	$3,250,000				$350,000	$1,600,000	$3,250,000				$5,200,000
3	KPU	Surrey	Spruce Building	Whole Asset Renewal	Apr-17	May-19	$22,100,000	$350,000	$7,500,000	$10,000,000	$4,250,000			$350,000	$7,500,000	$10,000,000	$4,250,000			$22,100,000
4	KPU	Cloverdale	Advanced Technology	New Priority Project	Apr-18	Jul-20	$37,675,000	$175,000	$175,000	$1,250,000	$7,000,000	$8,125,000	$2,112,500	$175,000	$175,000	$1,250,000	$7,000,000	$8,125,000	$2,112,500	$18,837,500
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				

Project Description:

Surrey - Academic Building.
To address the community need for increased academic offerings in Surrey, additional academic space capacity is required. This project involves the development of a new 8,300 m2 Academic building incorporating flexible classrooms and spaces that can adapt to changing business requirements.

Langley - Library Expansion
This project will refurbish the existing space and provide an additional 600m2 of space to address the need for expanded academic collection resources to meet a comprehensive range of current and future program requirements. This project will also address a shortage of group study rooms which are a critical resource in support of collaborative learning.

Surrey - Spruce building refurbishment
Refurbish the building to meet current and future educational requirements, to flexibly respond to future educational requirements and to address deferred maintenance issues.

Tech - Advanced Technology
Co-development of a discovery park and additional training facilities to support a comprehensive range of innovative training programs and research activities in partnership with industry that will build additional capacity for skills trades and technology training.

5 Year Capital Plan Instructions (2016/17-2020/21)

Attachment 4-- Summary of Major Ongoing and Planned Self-Funded Projects (>$5M)

#	Institution	Campus	Project Description	Anticipated Construction Start Date	Anticipated Occupancy Date	Total Project Budget	*Total Cashflow Forecast 2015/16	Total Cashflow Forecast 2016/17	Total Cashflow Forecast 2017/18	Total Cashflow Forecast 2018/19	Total Cashflow Forecast 2019/20	Total Cashflow Forecast 2020/21	Total Cashflow Forecast Outgoing Years
1	KPU	N/A	Surrey City Centre - 3 Civic Plaza	Apr-14	Apr-16	$19,555,000	$17,555,000						
2	KPU	Richmond	Student Residence	Apr-17	May-20	$94,100,000		$1,200,000	$7,500,000	$25,000,000	$39,000,000	$21,400,000	
3	KPU	Surrey	SUB Building	Apr-17	Apr-19	$16,150,000			$250,000	$2,500,000	$10,000,000	$3,400,000	
4	KPU	Cloverdale	Buy Adjacent Land			$825,000							
5	KPU	Langley	Buy Adjacent Land			$4,195,000							
6	KPU	N/A	South Surrey land purchase			$5,150,000							
7													
8													
9													
10													
11													
12													
13													
14													

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#4.3**
	Meeting Date:	**June 3, 2015**
	Presenter(s):	**Harpreet Bhatti**

KPU

Agenda Item:	*Draft Financial Statements for Year Ending March 31, 2015*

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

Recommended Resolution:	**THAT the Board of Governors approve the Audited Financial Statements for the Year Ending March 31, 2015.**

Board Committee Report:	*The Board Audit Committee reviewed and discussed the Draft Financial Statements for the Year Ending March 31, 2015 at its meeting on May 14, 2015 and recommends them to the Board of Governors for approval.*
Attachments:	*Audited Financial Statements for year ending March 31, 2015*
Submitted by:	*Kathy Lylyk*
Date submitted:	*May 7, 2015*

Agenda Item: *Draft Financial Statements for Year Ending March 31, 2015*

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

Recommended Resolution:	**THAT the Board of Governors approve the Audited Financial Statements for the Year Ending March 31, 2015.**

Board Committee Report: *The Board Audit Committee reviewed and discussed the Draft Financial Statements for the Year Ending March 31, 2015 at its meeting on May 14, 2015 and recommends them to the Board of Governors for approval.*

Attachments: *Audited Financial Statements for year ending March 31, 2015*

Submitted by: *Kathy Lylyk*

Date submitted: *May 7, 2015*

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2015

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 information included in the annual report. 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 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

Kathleen Lylyk
Executive Director, Finance

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position
(in '000s)
March 31, 2015, with comparative information for 2014

			2015		2014
Financial assets					
Cash and cash equivalents	(Note 4)	$	25,398	$	25,427
Accounts receivable	(Note 5)		4,574		2,483
Inventories for resale			1,398		1,869
Investments	(Note 7)		33,315		32,781
			64,685		62,560
Liabilities					
Accounts payable and accrued liabilities	(Note 8)		24,723		24,693
Deferred revenue			10,249		9,994
Deferred contributions	(Note 10)		3,720		3,861
Deferred capital contributions	(Note 11)		130,899		130,244
Obligations under capital lease	(Note 12)		1,228		27
			170,819		168,819
Net debt			(106,134)		(106,259)
Non-financial assets					
Tangible capital assets	(Note 13)		179,797		179,043
Endowment investments	(Note 7)		2,817		2,817
Prepaid expenses and deposits			4,168		2,048
			186,782		183,908
Accumulated surplus	(Note 17)	$	80,648	$	77,649
Accumulated surplus is comprised of:					
Accumulated operating surplus		$	79,298	$	77,416
Accumulated remeasurement gains (losses)			1,350		233
		$	80,648	$	77,649

Contractual obligations (Note 15)

Commitments and contingent liabilities (Note 16)

See accompanying notes to financial statements.

Approved on behalf of the Board:

_____   _____
Chair   Executive Director, Finance

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

		Budget	2015	2014
		(Note 2(k))		
Revenue:				
Province of British Columbia grants	(Note 10)	$ 69,241	$ 72,758	$ 72,109
Other grants	(Note 10)	2,191	1,556	1,983
Tuition and student fees		61,376	61,239	58,416
Ancillary services		9,035	7,548	8,039
Other revenue		6,600	4,513	5,067
Amortization of deferred capital contributions	(Note 11)	5,105	5,021	5,097
		153,548	152,635	150,711
Expenses:	(Note 18)			
Instruction and instructional support		139,250	136,591	136,657
Ancillary operations		8,057	7,868	8,013
Externally sponsored activity		2,949	3,012	2,352
Research activity		3,274	3,282	3,618
		153,530	150,753	150,640
Annual surplus		18	1,882	71
Accumulated operating surplus, beginning of year		77,416	77,416	77,345
Accumulated operating surplus, end of year		$ 77,434	$ 79,298	$ 77,416

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

	Budget	2015	2014
	(Note 2(k))		
Annual surplus	$ 18	$ 1,882	$ 71
Acquisition of tangible capital assets	-	(12,440)	(10,582)
Write-down of tangible capital assets	-	791	-
Amortization of tangible capital assets	11,000	10,895	10,432
	11,000	(754)	(150)
Acquisition net of use of prepaid expenses and deposits	-	(2,120)	(440)
Net remeasurement gains (losses)	-	1,117	(86)
Change in net debt	11,018	125	(605)
Net debt, beginning of year	(106,259)	(106,259)	(105,654)
Net debt, end of year	$ (95,241)	$ (106,134)	$ (106,259)

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Cash provided by (used in):		
Operations:		
Annual surplus	$ 1,882	$ 71
Items not involving cash:		
Amortization of tangible capital assets	10,895	10,432
Write-down of tangible capital assets	791	-
Amortization of deferred capital contributions	(5,021)	(5,097)
Change in non-cash operating working capital:		
Accounts receivable	(2,091)	1,193
Prepaid expenses and deposits	(2,120)	(440)
Inventories for resale	471	(28)
Accounts payable and accrued liabilities	30	1,957
Deferred revenue	255	555
Deferred contributions	(141)	916
Net change from operating activities	4,951	9,559
Capital activities:		
Cash used to acquire tangible capital assets	(10,891)	(10,582)
Net change from capital activities	(10,891)	(10,582)
Financing activities:		
Contributions received for tangible capital assets	5,676	4,573
Principal payments on capital lease obligations	(348)	(35)
Net change from financing activities	5,328	4,538
Investing activities:		
Decrease (increase) in investments	(534)	1,463
Net remeasurement gains (losses)	1,117	(86)
Net change from financing activities	583	1,377
Net change in cash and cash equivalents	(29)	4,892
Cash and cash equivalents, beginning of year	25,427	20,535
Cash and cash equivalents, end of year	$ 25,398	$ 25,427
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	$ 1,549	$ -

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Accumulated remeasurement gains, beginning of year	$ 233	$ 319
Unrealized gains (losses) attributed to:		
Long term bonds	1,048	(377)
Securities	48	(31)
Foreign currency translation	(61)	(1)
Amounts reclassified to the Statement of Operations:		
Long term bonds	(5)	284
Securities	20	23
Foreign currency translation	67	16
Net remeasurement gains (losses) for the year	1,117	(86)
Accumulated remeasurement gains, end of year	$ 1,350	$ 233

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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.

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KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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.

(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 '000s)

Year ended March 31, 2015

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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 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	Basis	Term
Buildings	Straight Line	40 years
Major equipment	Straight Line	20 years
Major renovations	Straight Line	10 years
Site improvements	Straight Line	10 years
Library holdings	Straight Line	10 years
Furniture and equipment	Straight Line	5 years
Leased capital assets	Straight Line	5 years
Vehicles	Straight Line	5 years

   Assets under construction are 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 '000s)

Year ended March 31, 2015

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 restricted contributions received below annual surplus (deficit) on the Statement of Operations and Accumulated Surplus 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 '000s)

Year ended March 31, 2015

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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 balance sheet date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or balance sheet 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 2014-2015 University Budget approved by the Board of Governors of Kwantlen Polytechnic University on April 2, 2014. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

3. Adoption of new accounting policy

On April 1, 2014, the University adopted PS 3260 Liability for Contaminated Sites. The standard was applied on a retroactive basis to April 1, 2013 and did not result in any adjustments to financial liabilities, tangible capital assets or accumulated surplus of the University.

4. Cash and cash equivalents

	2015	2014
Cash	$ 17,533	$ 17,455
Cash equivalents	7,865	7,972
	$ 25,398	$ 25,427

5. Accounts receivable

	2015	2014
Accounts receivable	$ 5,809	$ 3,433
Allowance for doubtful accounts	(1,235)	(950)
	$ 4,574	$ 2,483

6. Due from/ to government and other government organizations

Included in accounts receivable	2015	2014
Provincial government	$ 641	$ 433
Other government	183	247
	$ 824	$ 680

Included in accounts payable and accrued liabilities	2015	2014
Provincial government	$ 166	$ 25
Other government	-	1
	$ 166	$ 26

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KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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7. Financial instruments

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

	2015	2014
Long term bonds	$ 34,451	$ 34,257
Securities	1,681	1,341
	36,132	35,598
Endowment Investments	2,817	2,817
Investments	$ 33,315	$ 32,781

All fixed income securities held at March 31, 2015 mature at various dates to June 2108 (2014 – December 2105) and bear interest at rates varying from 0% - 9.976% (2014 – 1.75% - 7.9%).

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 '000s)

Year ended March 31, 2015

8. Accounts payable and accrued liabilities

	2015	2014
Accounts payable and accrued liabilities	$ 10,318	$ 10,076
Salaries and wages payable	5,214	5,411
Accrued vacation payable	9,191	9,206
	$ 24,723	$ 24,693

9. 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 board of trustees for these plans represent plan members and employers and are responsible for the management of the pension plan including investment of the assets and administration of benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2014, the College Pension Plan has about 14,000 active members from administration and instructional staff and approximately 6,000 retired members. As at December 31, 2013, the Municipal Pension Plan has about 182,000 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, 2012 indicated a $105 million funding deficit for basic pension benefits. The next valuation will be August 31, 2015, with results available in 2016. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012 indicated a $1,370 million funding deficit for basic pension benefits. The next valuation will be December 31, 2015, with results available in 2016.

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, with the result that there is no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the Plans.

The University paid $8,219 for employer contributions to the Plans in the current year (2014 - $7,836).

(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 $616 in the current year (2014 - $653). As at March 31, 2015, the University has an obligation of $432 (2014 - $406), which has been included in salaries and wages payable.

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KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

10. Deferred contributions

Deferred contributions represent externally restricted contributions that will be used in future periods for academic programming and student awards, as specified by the contributor.

	2014	Amounts received	Amortized as revenue	2015
Provincial				
Grants	$ -	$ 67,664	$ (67,664)	$ -
Deferred contributions	3,085	4,783	(5,094)	2,774
Federal				
Grants	-	-	-	-
Deferred Contributions	381	582	(801)	162
Other sources				
Grants	-	53	(53)	-
Deferred contributions	395	1,091	(702)	784
Total	$ 3,861	$ 74,173	$ (74,314)	$ 3,720

11. Deferred capital contributions

	2014	Amounts received	Amortized as revenue	2015
Provincial	$ 123,576	$ 2,191	$ (4,733)	$ 121,034
Federal	2,452	-	(112)	2,340
Other sources	4,216	3,485	(176)	7,525
Total	$ 130,244	$ 5,676	$ (5,021)	$ 130,899

12. Obligations under capital lease

The University has entered into capital leases to finance computing equipment at an estimated cost of borrowing of 2.81% per annum. The principal and interest payments are as follows:

	2015	2014
2015	$ -	$ 19
2016	379	8
2017	357	-
2018	292	-
2019	216	-
2020	54	-
Total minimum lease payments	1,298	27
Less amounts representing interest	(70)	-
Present value of net minimum capital lease payments	$ 1,228	$ 27

Total interest on leases for the year was $20 (2014 - $1).

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KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

13. Tangible capital assets

	Land	Site improvements	Buildings	Major renovations	Furniture & equipment	Library holdings	Vehicles	Major equipment	Leased capital asset	Construction in progress	Total
2015 Cost											
Opening balance	$ 20,040	$ 941	$ 195,651	$ 14,038	$ 48,767	$ 6,853	$ 45	$ -	$ -	$ 3,530	$ 289,865
Additions	-	95	2,010	1,682	4,132	422	82	307	1,549	2,161	12,440
Transfers to/(from) CIP	-	-	9	437	3	-	-	-	-	(449)	-
Disposals	-	-	-	-	-	-	-	-	-	-	-
Write-downs	-	-	-	-	-	-	-	-	-	(791)	(791)
Closing balance	20,040	1,036	197,670	16,157	52,902	7,275	127	307	1,549	4,451	301,514
2015 Accumulated amortization											
Opening balance	-	(830)	(62,765)	(2,007)	(41,099)	(4,076)	(45)	-	-	-	(110,822)
Amortization	-	(32)	(4,917)	(1,510)	(3,687)	(522)	(8)	(8)	(211)	-	(10,895)
Disposals	-	-	-	-	-	-	-	-	-	-	-
Closing balance	-	(862)	(67,682)	(3,517)	(44,786)	(4,598)	(53)	(8)	(211)	-	(121,717)
2015 Net book value	$ 20,040	$ 174	$ 129,988	$ 12,640	$ 8,116	$ 2,677	$ 74	$ 299	$ 1,338	$ 4,451	$ 179,797
2014 Net book value	$ 20,040	$ 111	$ 132,886	$ 12,031	$ 7,668	$ 2,777	$ -	$ -	$ -	$ 3,530	$ 179,043

(a) Assets under construction:

Assets under construction having a value of $4,451 (2014 - $3,530) have 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 building costs within construction in progress of $791 in the current year (2014 - nil).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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14. Financial risk management

The University has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

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.

15. 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:

	2016	2017	2018	2019	2020
	$ 3,476	$ 1,889	$ 958	$ 75	$ 28

16. 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 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.

(c) The University has entered into an agreement to purchase real estate to provide additional classroom space to meet future student demand with space being available in 2016/17. The University will be funding the project at a budget of $19,555.

(d) The University Board has approved a network infrastructure upgrade of up to $4,780 across all four campuses with expected completion in fiscal 2016/17.

(e) The University has the ability to draw on a line of credit of $7,000 (2014 - $7,000). As at March 31, 2015, the University has not utilized the available line of credit.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

17. Accumulated surplus

Accumulated surplus consists of individual fund surplus/ (deficit) and reserve fund balances:

	2015	2014
Operating fund	$ 2,550	$ 584
Operating contingency fund	8,000	8,000
Vacation accrual fund	(9,191)	(9,206)
Ancillary fund	8,618	8,401
Special purpose fund	6,416	9,347
Endowment fund	2,817	2,817
Capital fund	61,438	57,706
	$ 80,648	$ 77,649

18. Expenses by object

The following is a summary of expenses by object:

	Instruction and instructional support	Ancillary	Externally sponsored activity	Research	2015
Salaries and benefits	$ 107,601	$ 1,929	$ 599	$ 2,138	$ 112,267
Travel and professional development	2,133	20	141	415	2,709
Supplies	3,007	72	160	121	3,360
Student awards and bursaries	7	-	148	-	155
Fees and services	6,503	579	1,819	237	9,138
Facilities	5,066	437	109	143	5,755
Cost of sales	-	4,496	-	-	4,496
Leases, property taxes, insurance	843	40	31	24	938
Amortization of tangible capital assets	10,396	295	-	204	10,895
Contributions to Kwantlen Polytechnic University Foundation	1,035	-	5	-	1,040
Total	$ 136,591	$ 7,868	$ 3,012	$ 3,282	$ 150,753

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

18. Expenses by object (continued)

	Instruction and instructional support	Ancillary	Externally sponsored activity	Research	2014
Salaries and benefits	$ 106,242	$ 1,877	$ 879	$ 2,343	$ 111,341
Travel and professional development	2,407	23	129	440	2,999
Supplies	3,371	106	270	155	3,902
Student awards and bursaries	71	-	182	-	253
Fees and services	6,831	719	766	264	8,580
Facilities	5,607	410	111	151	6,279
Cost of sales	-	4,615	-	-	4,615
Leases, property taxes, insurance	974	29	14	23	1,040
Amortization of tangible capital assets	9,956	234	-	242	10,432
Contributions to Kwantlen Polytechnic University Foundation	1,198	-	1	-	1,199
Total	$ 136,657	$ 8,013	$ 2,352	$ 3,618	$ 150,640

19. Other Matter

In November 2012, the University entered into a three-year contract with MNP LLP to provide internal audit services on a project-by-project basis. On January 8, 2015, MNP LLP announced it would be merging with KNV Chartered Accountants LLP, effective February 1, 2015. At the time of this merger, a former member of the University's Board of Governors, whose term on the Board ended December 31, 2014, was a partner in KNV Chartered Accountants LLP.

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#4.3**
	Meeting Date:	**June 3, 2015**
	Presenter(s):	**Harpreet Bhatti**

Agenda Item: *Draft Financial Statements for Year Ending March 31, 2015*

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

Recommended Resolution:	**THAT the Board of Governors approve the Audited Financial Statements for the Year Ending March 31, 2015.**

Board Committee Report: *The Board Audit Committee reviewed and discussed the Draft Financial Statements for the Year Ending March 31, 2015 at its meeting on May 14, 2015 and recommends them to the Board of Governors for approval.*

Attachments: *Audited Financial Statements for year ending March 31, 2015*

Submitted by: *Kathy Lylyk*

Date submitted: *May 7, 2015*

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2015

DRAFT

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 information included in the annual report. 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 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

Kathleen Lylyk
Executive Director, Finance

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position
(in '000s)
March 31, 2015, with comparative information for 2014

			2015		2014
Financial assets					
Cash and cash equivalents	(Note 4)	$	25,398	$	25,427
Accounts receivable	(Note 5)		4,574		2,483
Inventories for resale			1,398		1,869
Investments	(Note 7)		33,315		32,781
			64,685		62,560
Liabilities					
Accounts payable and accrued liabilities	(Note 8)		24,723		24,693
Deferred revenue			10,249		9,994
Deferred contributions	(Note 10)		3,720		3,861
Deferred capital contributions	(Note 11)		130,899		130,244
Obligations under capital lease	(Note 12)		1,228		27
			170,819		168,819
Net debt			(106,134)		(106,259)
Non-financial assets					
Tangible capital assets	(Note 13)		179,797		179,043
Endowment investments	(Note 7)		2,817		2,817
Prepaid expenses and deposits			4,168		2,048
			186,782		183,908
Accumulated surplus	(Note 17)	$	80,648	$	77,649
Accumulated surplus is comprised of:					
Accumulated operating surplus		$	79,298	$	77,416
Accumulated remeasurement gains (losses)			1,350		233
		$	80,648	$	77,649

Contractual obligations (Note 15)

Commitments and contingent liabilities (Note 16)

See accompanying notes to financial statements.

Approved on behalf of the Board:

_____   _____
Chair   Executive Director, Finance

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KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

		Budget	2015	2014
		(Note 2(k))		
Revenue:				
Province of British Columbia grants	(Note 10)	$ 69,241	$ 72,758	$ 72,109
Other grants	(Note 10)	2,191	1,556	1,983
Tuition and student fees		61,376	61,239	58,416
Ancillary services		9,035	7,548	8,039
Other revenue		6,600	4,513	5,067
Amortization of deferred capital contributions	(Note 11)	5,105	5,021	5,097
		153,548	152,635	150,711
Expenses:	(Note 18)			
Instruction and instructional support		139,250	136,591	136,657
Ancillary operations		8,057	7,868	8,013
Externally sponsored activity		2,949	3,012	2,352
Research activity		3,274	3,282	3,618
		153,530	150,753	150,640
Annual surplus		18	1,882	71
Accumulated operating surplus, beginning of year		77,416	77,416	77,345
Accumulated operating surplus, end of year		$ 77,434	$ 79,298	$ 77,416

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

	Budget	2015	2014
	(Note 2(k))		
Annual surplus	$ 18	$ 1,882	$ 71
Acquisition of tangible capital assets	-	(12,440)	(10,582)
Write-down of tangible capital assets	-	791	-
Amortization of tangible capital assets	11,000	10,895	10,432
	11,000	(754)	(150)
Acquisition net of use of prepaid expenses and deposits	-	(2,120)	(440)
Net remeasurement gains (losses)	-	1,117	(86)
Change in net debt	11,018	125	(605)
Net debt, beginning of year	(106,259)	(106,259)	(105,654)
Net debt, end of year	$ (95,241)	$ (106,134)	$ (106,259)

See accompanying notes to financial statements.

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KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Cash provided by (used in):		
Operations:		
Annual surplus	$ 1,882	$ 71
Items not involving cash:		
Amortization of tangible capital assets	10,895	10,432
Write-down of tangible capital assets	791	-
Amortization of deferred capital contributions	(5,021)	(5,097)
Change in non-cash operating working capital:		
Accounts receivable	(2,091)	1,193
Prepaid expenses and deposits	(2,120)	(440)
Inventories for resale	471	(28)
Accounts payable and accrued liabilities	30	1,957
Deferred revenue	255	555
Deferred contributions	(141)	916
Net change from operating activities	4,951	9,559
Capital activities:		
Cash used to acquire tangible capital assets	(10,891)	(10,582)
Net change from capital activities	(10,891)	(10,582)
Financing activities:		
Contributions received for tangible capital assets	5,676	4,573
Principal payments on capital lease obligations	(348)	(35)
Net change from financing activities	5,328	4,538
Investing activities:		
Decrease (increase) in investments	(534)	1,463
Net remeasurement gains (losses)	1,117	(86)
Net change from financing activities	583	1,377
Net change in cash and cash equivalents	(29)	4,892
Cash and cash equivalents, beginning of year	25,427	20,535
Cash and cash equivalents, end of year	$ 25,398	$ 25,427
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	$ 1,549	$ -

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses
(in '000s)
Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Accumulated remeasurement gains, beginning of year	$ 233	$ 319
Unrealized gains (losses) attributed to:		
Long term bonds	1,048	(377)
Securities	48	(31)
Foreign currency translation	(61)	(1)
Amounts reclassified to the Statement of Operations:		
Long term bonds	(5)	284
Securities	20	23
Foreign currency translation	67	16
Net remeasurement gains (losses) for the year	1,117	(86)
Accumulated remeasurement gains, end of year	$ 1,350	$ 233

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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 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.

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.

(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 '000s)

Year ended March 31, 2015

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 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	Basis	Term
Buildings	Straight Line	40 years
Major equipment	Straight Line	20 years
Major renovations	Straight Line	10 years
Site improvements	Straight Line	10 years
Library holdings	Straight Line	10 years
Furniture and equipment	Straight Line	5 years
Leased capital assets	Straight Line	5 years
Vehicles	Straight Line	5 years

Assets under construction are 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.

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 restricted contributions received below annual surplus (deficit) on the Statement of Operations and Accumulated Surplus 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 '000s)

Year ended March 31, 2015

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 balance sheet date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or balance sheet 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 2014-2015 University Budget approved by the Board of Governors of Kwantlen Polytechnic University on April 2, 2014. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

3. Adoption of new accounting policy

On April 1, 2014, the University adopted PS 3260 Liability for Contaminated Sites. The standard was applied on a retroactive basis to April 1, 2013 and did not result in any adjustments to financial liabilities, tangible capital assets or accumulated surplus of the University.

4. Cash and cash equivalents

	2015	2014
Cash	$ 17,533	$ 17,455
Cash equivalents	7,865	7,972
	$ 25,398	$ 25,427

5. Accounts receivable

	2015	2014
Accounts receivable	$ 5,809	$ 3,433
Allowance for doubtful accounts	(1,235)	(950)
	$ 4,574	$ 2,483

6. Due from/ to government and other government organizations

Included in accounts receivable	2015	2014
Provincial government	$ 641	$ 433
Other government	183	247
	$ 824	$ 680

Included in accounts payable and accrued liabilities	2015	2014
Provincial government	$ 166	$ 25
Other government	-	1
	$ 166	$ 26

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

7. **Financial instruments**

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

	2015		2014	
Long term bonds	$	34,451	$	34,257
Securities		1,681		1,341
		36,132		35,598
Endowment Investments		2,817		2,817
Investments	$	33,315	$	32,781

All fixed income securities held at March 31, 2015 mature at various dates to June 2108 (2014 – December 2105) and bear interest at rates varying from 0% - 9.976% (2014 – 1.75% - 7.9%).

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 '000s)

Year ended March 31, 2015

8. Accounts payable and accrued liabilities

	2015		2014	
Accounts payable and accrued liabilities	$	10,318	$	10,076
Salaries and wages payable		5,214		5,411
Accrued vacation payable		9,191		9,206
	$	24,723	$	24,693

9. 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 board of trustees for these plans represent plan members and employers and are responsible for the management of the pension plan including investment of the assets and administration of benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2014, the College Pension Plan has about 14,000 active members from administration and instructional staff and approximately 6,000 retired members. As at December 31, 2013, the Municipal Pension Plan has about 182,000 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, 2012 indicated a $105 million funding deficit for basic pension benefits. The next valuation will be August 31, 2015, with results available in 2016. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012 indicated a $1,370 million funding deficit for basic pension benefits. The next valuation will be December 31, 2015, with results available in 2016.

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, with the result that there is no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the Plans.

The University paid $8,219 for employer contributions to the Plans in the current year (2014 - $7,836).

(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 $616 in the current year (2014 - $653). As at March 31, 2015, the University has an obligation of $432 (2014 - $406), which has been included in salaries and wages payable.

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KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

10. Deferred contributions

Deferred contributions represent externally restricted contributions that will be used in future periods for academic programming and student awards, as specified by the contributor.

	2014	Amounts received	Amortized as revenue	2015
Provincial				
Grants	$ -	$ 67,664	$ (67,664)	$ -
Deferred contributions	3,085	4,783	(5,094)	2,774
Federal				
Grants	-	-	-	-
Deferred Contributions	381	582	(801)	162
Other sources				
Grants	-	53	(53)	-
Deferred contributions	395	1,091	(702)	784
Total	$ 3,861	$ 74,173	$ (74,314)	$ 3,720

11. Deferred capital contributions

	2014	Amounts received	Amortized as revenue	2015
Provincial	$ 123,576	$ 2,191	$ (4,733)	$ 121,034
Federal	2,452	-	(112)	2,340
Other sources	4,216	3,485	(176)	7,525
Total	$ 130,244	$ 5,676	$ (5,021)	$ 130,899

12. Obligations under capital lease

The University has entered into capital leases to finance computing equipment at an estimated cost of borrowing of 2.81% per annum. The principal and interest payments are as follows:

	2015	2014
2015	$ -	$ 19
2016	379	8
2017	357	-
2018	292	-
2019	216	-
2020	54	-
Total minimum lease payments	1,298	27
Less amounts representing interest	(70)	-
Present value of net minimum capital lease payments	$ 1,228	$ 27

Total interest on leases for the year was $20 (2014 - $1).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

13. Tangible capital assets

	Land	Site improvements	Buildings	Major renovations	Furniture & equipment	Library holdings	Vehicles	Major equipment	Leased capital asset	Construction in progress	Total
2015 Cost											
Opening balance	$ 20,040	$ 941	$ 195,651	$ 14,038	$ 48,767	$ 6,853	$ 45	$ -	$ -	$ 3,530	$ 289,865
Additions	-	95	2,010	1,682	4,132	422	82	307	1,549	2,161	12,440
Transfers to/(from) CIP	-	-	9	437	3	-	-	-	-	(449)	-
Disposals	-	-	-	-	-	-	-	-	-	-	-
Write-downs	-	-	-	-	-	-	-	-	-	(791)	(791)
Closing balance	20,040	1,036	197,670	16,157	52,902	7,275	127	307	1,549	4,451	301,514
2015 Accumulated amortization											
Opening balance	-	(830)	(62,765)	(2,007)	(41,099)	(4,076)	(45)	-	-	-	(110,822)
Amortization	-	(32)	(4,917)	(1,510)	(3,687)	(522)	(8)	(8)	(211)	-	(10,895)
Disposals	-	-	-	-	-	-	-	-	-	-	-
Closing balance	-	(862)	(67,682)	(3,517)	(44,786)	(4,598)	(53)	(8)	(211)	-	(121,717)
2015 Net book value	$ 20,040	$ 174	$ 129,988	$ 12,640	$ 8,116	$ 2,677	$ 74	$ 299	$ 1,338	$ 4,451	$ 179,797
2014 Net book value	$ 20,040	$ 111	$ 132,886	$ 12,031	$ 7,668	$ 2,777	$ -	$ -	$ -	$ 3,530	$ 179,043

(a) Assets under construction:

Assets under construction having a value of $4,451 (2014 - $3,530) have 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 building costs within construction in progress of $791 in the current year (2014 - nil).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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14. Financial risk management

The University has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

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.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

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15. 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:

	2016	2017	2018	2019	2020
	$ 3,476	$ 1,889	$ 958	$ 75	$ 28

16. 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 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.

(c) The University has entered into an agreement to purchase real estate to provide additional classroom space to meet future student demand with space being available in 2016/17. The University will be funding the project at a budget of $19,555.

(d) The University Board has approved a network infrastructure upgrade of up to $4,780 across all four campuses with expected completion in fiscal 2016/17.

(e) The University has the ability to draw on a line of credit of $7,000 (2014 - $7,000). As at March 31, 2015, the University has not utilized the available line of credit.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

17. Accumulated surplus

Accumulated surplus consists of individual fund surplus/ (deficit) and reserve fund balances:

	2015	2014
Operating fund	$ 2,550	$ 584
Operating contingency fund	8,000	8,000
Vacation accrual fund	(9,191)	(9,206)
Ancillary fund	8,618	8,401
Special purpose fund	6,416	9,347
Endowment fund	2,817	2,817
Capital fund	61,438	57,706
	$ 80,648	$ 77,649

18. Expenses by object

The following is a summary of expenses by object:

	Instruction and instructional support	Ancillary	Externally sponsored activity	Research	2015
Salaries and benefits	$ 107,601	$ 1,929	$ 599	$ 2,138	$ 112,267
Travel and professional development	2,133	20	141	415	2,709
Supplies	3,007	72	160	121	3,360
Student awards and bursaries	7	-	148	-	155
Fees and services	6,503	579	1,819	237	9,138
Facilities	5,066	437	109	143	5,755
Cost of sales	-	4,496	-	-	4,496
Leases, property taxes, insurance	843	40	31	24	938
Amortization of tangible capital assets	10,396	295	-	204	10,895
Contributions to Kwantlen Polytechnic University Foundation	1,035	-	5	-	1,040
Total	$ 136,591	$ 7,868	$ 3,012	$ 3,282	$ 150,753

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2015

18. Expenses by object (continued)

	Instruction and instructional support	Ancillary	Externally sponsored activity	Research	2014
Salaries and benefits	$ 106,242	$ 1,877	$ 879	$ 2,343	$ 111,341
Travel and professional development	2,407	23	129	440	2,999
Supplies	3,371	106	270	155	3,902
Student awards and bursaries	71	-	182	-	253
Fees and services	6,831	719	766	264	8,580
Facilities	5,607	410	111	151	6,279
Cost of sales	-	4,615	-	-	4,615
Leases, property taxes, insurance	974	29	14	23	1,040
Amortization of tangible capital assets	9,956	234	-	242	10,432
Contributions to Kwantlen Polytechnic University Foundation	1,198	-	1	-	1,199
Total	$ 136,657	$ 8,013	$ 2,352	$ 3,618	$ 150,640

19. Other Matter

In November 2012, the University entered into a three-year contract with MNP LLP to provide internal audit services on a project-by-project basis. On January 8, 2015, MNP LLP announced it would be merging with KNV Chartered Accountants LLP, effective February 1, 2015. At the time of this merger, a former member of the University's Board of Governors, whose term on the Board ended December 31, 2014, was a partner in KNV Chartered Accountants LLP.

KPU

	Board of Governors	Regular Meeting
	Agenda Item:	#4.4
	Meeting Date:	June 3, 2015
	Presenter(s):	Harpreet Bhatti

Agenda Item:	*Draft Board Response to Senate Budget Recommendations*

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

Recommended Resolution:	**THAT the Board of Governors approve the Board response to Senate budget recommendations regarding the 2015-16 budget.**

Board Committee Report:	*The Board Finance Committee reviewed and discussed the Draft Board Response to Senate's Budget recommendations regarding the 2015-16 budget and recommends it to the Board of Governors for approval.*
Key Messages: *[maximum of three]*	1. **Along with their budget recommendation to the Board, Senate forwarded comments from the Senate Standing Committee on the University Budget (SSCUB). Attached is a proposed response to these comments for review. Once approved by the Board, these comments will be sent to Senate and the SSCUB.** 2. **In the past the Committee Chair attended the Senate meeting at which the Board response was received and presented the response to Senate.**
Resource Requirements:	*N/A*
Implications / Risks:	*None*
Attachments:	1. *Draft Board Response to Senate Budget Recommendations* 2. *Report to Senate from SSCUB*
Submitted by:	*Kathy Lylyk*
Date submitted:	*May 29, 2015*

MEMORANDUM

TO: SENATE

CC: Senate Standing Committee on University Budget (SSCUB)

FROM: Harprett Bhatti, Chair, Board Finance Committee

DATE: June 3 , 2015

SUBJECT: SSCUB's Recommendations to Senate for Transmittal to the Board of Governors

KPU's Board of Governors' thanks the Senate and the Senate Standing Committee on the University Budget for their work in reviewing the university's draft 2015-16 budget, and for the advice they provided to the President. The Governors understand that SSCUB worked hard on the task and appreciates receiving the Committee's comments through Senate. The Governors support the more positive and collaborative process that was present this budget cycle.

The Board has asked administration to continue the work that has begun this year and to move forward and proceed with year two of the Task Force Budget Allocation Sub-Committee (BASC) Plan. With the advent of greater fiscal uncertainty in post-secondary education the movement towards a more strategic approach to budgeting is essential. It is important that the university continues to move to a more strategic budget model and to work collaboratively with the Senate.

Observation: 2015/2016 Budget Development Process and Consultations

Recommendation: SSCUB recommends that going forward, KPU continues with the more open and transparent budget development process and consultations with stakeholder groups.

Board Response: The Board has asked administration to continue with the more open and transparent budget development process and consultations with stakeholder groups and continue to work collaboratively with SSCUB.

Observation: Incremental Budgeting

Recommendation: SSCUB recommends that the Budget Allocation Subcommittee's (BASC) report and recommendations be implemented following the timelines as presented and that SSCUB receive regular updates of its progress. SSCUB also recommends that the BASC include at least two members from SSCUB.

MEMORANDUM

Board Response: The Board has asked administration to continue the work that has begun this year, to move forward and proceed with year two of the BASC's Budget Allocation Plan. The Board supports the recommendation for at least two SSCUB members to be part of the BASC.

Observation: Balancing the Budget

Recommendation: SSCUB recommends that work continue on the development of KPU's Strategic Enrolment Management Plan and that SSCUB be updated on its progress.

Board Response: The Board has asked administration to continue the development of KPU's Strategic Enrolment Management Plan and that SSCUB be updated on its progress.

Observation: Current Focus on Finding Savings Rather Than Generating Revenue

Recommendation: SSCUB recommends that KPU continue to invest in long and short-term revenue generating activities, courses and programs to properly resource and sustain its diverse range of educational offerings and fulfill its polytechnic mandate.

Board Response: The Board has asked administration to continue to invest in long and short term revenue generating activities, courses and programs to properly resource and sustain its diverse range of educational offerings and fulfill its polytechnic mandate.

Observation: FY14/15 and FY15/16 Skills Gap Plan Development Process

Recommendation: SSCUB recommends that regular updates of KPU's Skills Gap Plan and the ongoing development of enrolment targets and budgetary reporting implications be provided to the University community.

Board Response: The Board has asked administration to provide regular updates of KPU's Skills Gap Plan and the ongoing development of enrolment targets and budgetary reporting implications be provided to the University community.

MEMORANDUM

TO: SENATE

FROM: Senate Standing Committee on University Budget (SSCUB)

DATE: February 23, 2015

SUBJECT: SSCUB's Recommendations to Senate for Transmittal to the Board of Governors

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This report summarizes the discussions at several meetings of the SSCUB from September 19th, 2014 until February 13th. 2015.   Before continuing with the detailed observations and recommendations the committee would like to communicate certain over arching beliefs and recommendations:

1. This year's budget cycle has been a more positive and collaborative process than in previous years and SSCUB looks forward to this continuing;
2. With the advent of greater fiscal uncertainty in post secondary education the movement towards a more strategic approach to budgeting is essential. The re-engineered process will continue for at least four years. SSCUB looks forward to working collaboratively with University Administration and the Board towards this end;
3. As the University moves towards a new budget process, and without moving away from a concern for being efficient in our spending to deliver the polytechnic mandate, there needs to be an equal focus on introducing new approaches to content delivery as well as on the introduction of new revenue streams.

The remainder of this communication presents SSCUB's observations of the 2015/2016 budget development process with the intent to assist the Board of Governors and the Finance and Audit Committee in their budget approval deliberations.

Observation: 2015/2016 Budget Development Process and Consultations

The 2015/2016 budget development process is much more open and transparent than in previous years. University Administration presented a Financial Update in September 2014 at campus forums, Faculty Councils and other forums. This was repeated with another Financial Update and a presentation of the draft FY15/16 University operating budget in January 2015. The University community was encouraged to submit comments and feedback on the Finance SharePoint site.

Recommendation: SSCUB recommends that going forward, KPU continues with the more open and transparent budget development process and consultations with stakeholder groups.

MEMORANDUM

Observation: Incremental Budgeting

KPU prepares budgets on an incremental basis of evaluating and prioritizing new budget asks. There is continued concern from SSCUB that this ignores what's in the base budget, as funding allocations may not reflect environmental changes. The FY15/16 draft ongoing allocation of $1.141M represents less than one percent of KPU's consolidated budget.

To address this concern, in January 2014, President Alan Davis constituted the Resources Planning Task Force to examine and make recommendations on processes that assure KPU's resources are deployed as efficiently and effectively as possible to enable the realization of Vision 2018: http://www.kpu.ca/resources-planning-project

In June 2014, the Task Force presented the President and the Senate with 11 recommendations and accompanying reports: http://www.kpu.ca/resources-planning-project-reports-and-recommendations
These included the report and recommendations from the Task Force's Budget Allocation Subcommittee, which is available at this link. The subcommittee recommended that KPU transitions to a new budget model, in which definitions, formulae and metrics are used to develop the University budget. It provided a timeline, starting with the President appointing a Budget Model Steering Committee (BMSC) in FY14/15 to draft these metrics, consult with University stakeholders and update SSCUB on its progress.

Update on the Task Force Budget Allocation Sub-Committee Plan

The budget development process timeline for 2015-16 was established from the recommendations of the committee. In addition, in the current year the project costing model and data collection has been occurring. The instructional FTEs across the Faculties have been analyzed, given the current instructional support to faculty. The number of students in each course and the amount of revenue that is generated is being determined on a course by course basis. This has been collected to assist the committee going forward to set the metrics and develop key performance indicators. Going into next year, the BMSC will be established to work on year 2 of the plan.

Recommendation: SSCUB recommends that the Budget Allocation Subcommittee's report and recommendations be implemented following the timelines as presented and that SSCUB receives regular updates of its progress. SSCUB also recommends that the BMSC includes at least two members from SSCUB.

MEMORANDUM

Observation: Balancing the Budget

There is a $1.3M gap in the proposed FY15/16 University operating budget, however by legislation, KPU is required to balance its budget. The University Administration is expecting that savings and reallocations of $1.3M will be achieved through recruitment lag (up to $742K) and targeted savings from programming, services and retirements (up to $1.1M). Hiring lags, a common practice in the post-secondary sector, provide institutions an opportunity to re-evaluate positions and to look at more efficient operational practices that can ensure balanced budgets and sustainable development of educational offerings. A parallel strategy to savings and reallocations is that of instituting an effective Strategic Enrolment Management (SEM) plan that allows an institution to ensure a regular and balanced flow of incoming students and tuition revenue matched by an equally strong drive to retain and graduate learners. The changing pressures and priorities of external funding need to be attenuated through a concerted effort to maximize revenue generation through prudent fiscal management to ensure KPU continues to thrive and serve the diverse learner population of our mandated region and beyond. The Provost's Office has provided assurances that the SEM process will entail ample consultations and dialog with our diverse stakeholders. A robust SEM planning process will help inform and enable SSCUB to provide sound recommendations on strategic and budget matters to Senate and the Board of Governors.

Recommendation: SSCUB recommends that work continue on the development of KPU's Strategic Enrolment Management Plan and that SSCUB be updated on its progress.

Observation: Current Focus on Finding Savings Rather Than Generating Revenue

Given that government funding is not expected to increase, KPU cannot solely rely on spending freezes and cost-cutting measures.

Recommendation: SSCUB recommends that KPU continue to invest in long and short-term revenue generating activities, courses and programs to properly resource and sustain its diverse range of educational offerings and fulfill its polytechnic mandate.

Observation: FY14/15 and FY15/16 Skills Gap Plan Development Process

The Ministry of Advanced Education (AVED) and Ministry of Jobs, Tourism and Skills Training (JTST)-mandated development of the Skills Gap Plans for FY14/15 to FY17/18 requires a shift from our present base budget program allocations and student-FTE targets to a more focused formula. This ensures post-secondary institutions align a percentage of their program FTEs with high demand career areas as represented in the National Occupation Classification's (NOCs) top sixty occupations. The Skills Gap Plan process is essentially a reporting exercise prepared by Institutional Analysis and Planning much like a variety of other regular reports to Government. While this operational reporting function takes place outside the scope of the budget

MEMORANDUM

planning process, keeping our internal governance bodies such as SSCUB informed of progress and ongoing developments will go a long ways toward ensuring institutional transparency.

Recommendation: SSCUB recommends that regular updates of KPU's Skills Gap Plans and the ongoing development of enrolment targets and budgetary reporting implications be provided to the University community.

Agenda Item:	***Review Board Policy 3.4, Financial Planning / Budgeting***

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

Recommended Resolution:	**THAT the Board of Governors rescind Policy 3.4, *Financial Planning/Budgeting* and amend Policy E.12, *Financial: Annual Expenditure Plan*.**

Board Committee Report:	*At its May 14, 2015 meeting, the Board Finance Committee reviewed and recommended rescinding Policy 3.4 and amending Policy E.12.*
Key Messages: *[maximum of three]*	1. **Policy 3.4 was part of the Policy Governance model that the Board previously followed and the intent was to incorporate it into other policy and the Board Governance Manual at some point in time.** 2. **Wording from Point 4 is not included in other policy or the Board Governance Manual. This wording has been added to Policy E.12 as #1d).**
Context / Background	1. **At its October 29, 2014 meeting, the Finance Committee asked Gordon Lee and Kathy Lylyk to review Policies 3.4, 3.5 and 3.6 and make recommendations regarding incorporation into the Board Manual and other policy changes.** 2. **Kathy Lylyk and Sandi Klassen met and developed the recommendations attached.**
Attachments:	*Policy 3.4, Financial Planning / Budgeting Suggested Disposition* *Policy E.12, Financial: Annual Expenditure Plan with suggested additions*
Submitted by:	*Kathy Lylyk / Sandi Klassen*
Date submitted:	*May 28, 2015*

Action: Rescind Policy 3.4 and place clause #4 in Policy E.12.

<table>
<tr><td rowspan="6">KPU</td><td>Section No.</td><td>3   Executive Limitations</td></tr>
<tr><td>Policy No.</td><td>3.4 Financial Planning/Budgeting</td></tr>
<tr><td>Approved by:</td><td>Board of Governors</td></tr>
<tr><td>Effective:</td><td>21 January 2004</td></tr>
<tr><td>Revised:</td><td>16 January 2008</td></tr>
</table>

P O L I C Y

Financial Planning/Budgeting

Policy Clause	Suggested Disposition
Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year strategic management plan related to Board Ends.	Delete – This is Policy Governance language
Further, budgets prepared and utilized by the President shall not:	Delete – This is Policy Governance language
1. Cause any situation or condition delineated as unacceptable in the "Financial Conditions and Activities" Board policy.	Delete - Covered in Board Governance Manual 11.3.1 (a) **11.3.1 Financial Planning** The Committee: a) reviews and makes recommendations to the Board in respect of: i) financial plans and budgets forwarded to the Board for approval;[1] ii) the appropriateness and validity of any material assumptions and estimates used in the preparation of such plans or

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[1] *University Act*, s.27(2)(l).

Action: Rescind Policy 3.4 and place clause #4 in Policy E.12.

<table>
<tr><td></td><td></td><td>budgets;</td></tr>
<tr><td></td><td>iii)</td><td>the consistency of the plans and budgets with strategic plans, policies, objectives and initiatives approved by the Board;</td></tr>
<tr><td></td><td>iv)</td><td>the consistency of the financial plans and budgets with any other financial data;</td></tr>
<tr><td></td><td>v)</td><td>any significant assumptions, forecasts, targets or performance goals used by senior leadership in the preparation of the financial plans and/or budgets;</td></tr>
<tr><td></td><td>vi)</td><td>tuition and other academic and major mandatory fees;[2]</td></tr>
<tr><td></td><td>vii)</td><td>the provision of funds for student loans;[3]</td></tr>
<tr><td></td><td>viii)</td><td>the collection of fees on behalf of student societies;[4]</td></tr>
<tr><td></td><td>ix)</td><td>the provision of funds for chairs, institutes, fellowships, scholarship, exhibitions, bursaries and prizes the Board and Senate consider advisable;[5]</td></tr>
<tr><td></td><td>x)</td><td>the determination of student enrolment, with approval of the Senate;[6]</td></tr>
<tr><td></td><td>xi)</td><td>develop the Board of Governors annual budget for approval by the Board of Governors;</td></tr>
</table>

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[2] *University Act*, s.27(2)(m).

[3] *University Act*, s.27(2)(q).

[4] *University Act*, s. 27.1(1).

[5] *University Act*s, s. 27(2)(k).

[6] *University Act*, s. 27(2)(r).

Action: Rescind Policy 3.4 and place clause #4 in Policy E.12.

2. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.	Delete - Covered in Board Governance Manual 11.3.1 (a) See above
3. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.	Delete - Covered in Board Governance Manual 11.3.1 (a) See above
4. Fail to plan contribution to the contingency fund to reach 4% of the operating budgeting.	Delete and immediately add to Policy E.12, *Financial: Annual Expenditure Plan* Suggested wording to add to #1d: "The Board directs the University to have a budgeted contingency fund of 4% in the annual operating budget to meet the University's strategic and academic plan goals. Immediately rescind Policy 3.4 since all other clauses are covered in the Board Governance Manual. In 2016 revise Policy E12 entirely to update and to conform to policy standards as part of the new budget development process.
5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.	Delete - Covered in Board Governance Manual **10.8 EXTERNAL ADVISORS** Where appropriate (i.e. considering KPU's internal resources, and the Board budget, and subject to KPU's procurement practices), in consultation with senior leadership and with approval of the Board Chair, each Committee is entitled to retain and rely on external professional service firms, consultants and advisors as needed to fulfill its mandate. When a Committee retains external advisors, the Committee must ensure that any relevant information, findings etc. of the external advisors is immediately reported to senior leadership, as appropriate. Typically, the Committee Chair will report to the President or the designated senior leader(s) supporting the Committee.

Action: Rescind Policy 3.4 and place clause #4 in Policy E.12.

	19.5. PROFESSIONAL DEVELOPMENT
	The Board is committed to ongoing professional development for Board Members.
	Typically, the Board as a whole attends a retreat once per year.
	Typically, each Board Member also attends one professional development conference per year, such as the annual conference of the Association of Governing Boards and Colleges. Criteria for Board Member attendance at professional development conferences is as follows:
	  a) attendance must be of value to the Board or KPU;
	  b) a minimum, but adequate, number of Board Members should be selected to attend;
	  c) those attending should be selected on the basis of their educational needs as Board Members;
	  d) a Board Member has an excellent record of attendance at Board meetings; and
	  e) a Board Member continues to be eligible for re-appointment or re-election.
	Board Members are encouraged to bring to the Governance Committee's attention additional professional development opportunities that may be of value to the Board or Board Members.
	If a Board Member wishes to take advantage of such a professional development opportunity not previously identified by the Board, and seeks reimbursement from the Board for expenses related to the opportunity, the Board Member must obtain the prior approval from the Governance Committee using the following criteria for selection:
	  a) valuable for Board education, policy development, information gathering and clarification of legislation or procedures;
	  b) valuable to the education or development of new Board Members; and
	  c) opportunity for interaction with educational leaders and other professional colleagues.

Kwantlen
POLYTECHNIC UNIVERSITY

POLICY

TITLE: **Financial: Annual Expenditure Plan**

APPROVED BY: The President

EFFECTIVE: 28 February 1990

REVISED:

RELATED POLICIES:

Board Governance Policy 3.4 Financial Planning/Budgeting

In accordance with Section 27 of the *University Act,* the Board of Governors will approve the University's Priorities for Expenditure and the Annual Operating and Capital Expenditure Plan.

PREAMBLE

The development of the annual expenditure plan will include a series of data provision, collection and analysis processes that will encourage input from all organizational levels. The Vice President Finance and Administration will, through organizational channels, provide to all administrators with budget responsibility historical data on staffing levels and expenditures in their areas of responsibility. Based on the historical data and proposed new directions, all administrators with budget responsibility will project their staffing and other expenditure requirements for the next fiscal year complete with rationalization for each line item of expenditure. This projected expenditure plan will be analyzed and costed by the Vice President Finance and Administration, compared with the estimated annual budget, and submitted to the President and the President's Group for approval or adjustment.

PROCEDURES

1. **Priorities for Expenditure**
    a. Administrators reporting directly to the President, in consultation with their departments, will recommend priorities for the expenditure of annual operating funds.
    b. The President's Group will review the recommended priorities and establish University-wide priorities for the expenditure of operating funds and bring to the Board of Governors for approval.
    c. The established priorities, once approved by the Board of Governors, will be used as guidelines in the development of the Annual Expenditure Plan.

d. **The Board directs the University to have a budgeted contingency fund of 4% in the annual operating budget to meet the University's strategic and academic plan goals.**
e. **Should there be a surplus in any given year, the surplus should be directed to the capital fund.**

2. **Operating Expenditure Plan**
   a. The Vice President Finance and Administration will provide to each administrator reporting directly to the President the following package of information:
      i. Educational Plan (Form #EP1)
         1. for semester-based courses will include actual sections offered and course registrations for Years 1 and 2 for the previous two years.
         2. for vocational/A.B.E. programs will include seats/class, duration, optimum and actual training days for the previous two years.
         3. provides format to identify new and/or expanded programs.
      ii. Staffing Plan - Instruction (Form #EP2)
         1. provides the format to:
            - request changes in status from Sessional to Temporary or Regular
            - identify Non-Teaching time assignments
            - request new instructional staffing.
      iii. Staffing Plan - Support (Form #EP3)
         1. will include the name, classification, status, pay level and annual months/hours for all full-time/term staff by program/discipline or support service area.
         2. will include the hours budgeted for all auxiliary staff/student assistants by program/discipline or support service area.
         3. provides format to request new staffing.
      iv. Other Expenses (Form #EP4) will include dollars budgeted in each expense category for the previous two years. The 1988/89 Budget information excludes allocations from the Enrolment Growth Fund. Vocational Programs will include RAC funding where applicable; this should be excluded from the 1990/91 Request.
   b. Each Administrator reporting directly to the President will complete Forms #EP1 through #EP4, projecting annual education, staffing and expenditure plans for the next fiscal year.
      i. Education Plan (Form #EP1)
         1. for semester-based courses identify proposed sections and projected course enrolments, including rationale, by discipline/program.
         2. for Vocational/A.B.E. programs identify proposed seats/class, duration and optimum training days, including rationale, by program.
      ii. Staffing Plan - Instruction (Form #EP2)
         1. based on the proposed Education Plan indicate non-teaching time assignments for each full-time faculty member.
         2. based on the proposed Education Plan identify proposed conversions to regular/temporary status with rationale.
         3. new staffing requirements.

iii.   Staffing Plan - Support (Form #EP3) identify the proposed pay level and annual months/hours for all regular, term and auxiliary employees and student assistants. Provide rationale for auxiliary/student assistant projections.
iv.   Other Expenses (Form #EP4) identify proposed expenditures for the next fiscal year including a rationale.

c.   The Vice President Finance and Administration will consolidate, analyze and review with respondent the proposed Expenditure Plans: will estimate the impact of inflation, fee increases and revenue from other sources; will estimate the surplus available for distribution and prepare for the President and the President's Group a Preliminary Expenditure Plan which will provide a detailed analysis of all proposed expenditures and all potential sources of revenue.

d.   The President and the President's Group will review and prioritize the Preliminary Expenditure Plan to ensure that the Final Expenditure Plan will not exceed the estimated annual operating budget.

e.   In addition to the above process, the Vice President Finance and Administration will independently develop a "status-quo" expenditure plan primarily to ensure that historical areas of expenditure are not overlooked in the development process.

3.   **Capital Expenditure Plan**

a.   Each administrator reporting to the President will complete the attached form prioritizing divisional/departmental capital requirements, including computer hardware and software, for the next fiscal year. Priorities are:
i.   Priority 1 - replacement of obsolete or unsafe equipment that is essential to maintain educational or support services or to continue projects identified or approved in previous years.
ii.   Priority 2 - additional furniture/equipment for new or additional programs/classes or support services (includes furniture/equipment for new approved positions).
iii.   Priority 3 - replacement or addition of equipment to improve the quality or efficiency of educational or support services.
NOTE:
1.   Capital items are those that exceed $250/unit with a life expectancy exceeding 3 years and all classroom and office furniture even though the value may be less than $250;
2.   Ensure that installation costs and foreign exchange rates are included in your equipment budget estimates;
3.   Replacement of furniture equipment for classrooms, faculty offices, lounges and cafeterias will be developed in consultation with the Campus Administrative Assistants and included in the Facilities budget.

b.   The Vice President Finance and Administration will consolidate all capital requirements, will determine the central computing equipment required to operate the computing equipment requested at each priority level, and will prepare for the approval of the President and the President's Group a Preliminary Capital Expenditure Plan.

c.   The annual Capital Allocation from the Ministry will be allocated as follows:
i.   10% or $50,000, whichever is greater, will be retained to cover emergent capital requirements approved by the President's Group. Any balance unexpended at year end will be available for allocation next year.

<ol type="i" start="2">
5% or $50,000, whichever is greater, will be allocated for the purchase of library books.
the remaining funds will be allocated to cover, in sequence, priorities 1 through 3.
when the funds are not adequate to cover all items in a priority grouping the available funds will be pro-rated based on the total dollars requested in that grouping. Each administrator will determine the actual items to be purchased from the pro-rated funds and will advise the Vice President Finance and Administration
the Vice President Finance and Administration will provide each administrator reporting to the President and the Purchasing Department with a detailed listing of capital items approved for purchase during the current fiscal year.
each Division/Department will forward to the Purchasing Department requisitions for approved items.

Agenda Item:	*Review Board Policy 3.5, Financial Condition and Activities*

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

Recommended Resolution:	**THAT the Board of Governors rescind Policy 3.5, *Financial Condition and Activities* and amend Policies E.8, *Purchasing*, E.9, *Signing Authority* and E.12, *Financial: Annual Expenditure Plan*.**

Board Committee Report:	*At its May 14, 2015 meeting, the Board Finance Committee reviewed and recommended rescinding Policy 3.5 and amending Policies E.8, E.9 and E.12.*
Key Messages: *[maximum of three]*	1. **Policy 3.5 was part of the Policy Governance model that the Board previously followed and the intent was to incorporate it into other policy and the Board Governance Manual at some point in time.** 2. **Wording from Point 2 is not included in other policy or the Board Governance Manual. This wording has been added to Policy E.12 as #1e).** 3. **Wording for Point 5 has been added to Policy E.8 as Point 6 and to Policy E.9 Section F(d).**
Context / Background	1. **At its October 29, 2014 meeting, the Finance Committee asked Gordon Lee and Kathy Lylyk to review Policies 3.4, 3.5 and 3.6 and make recommendations regarding incorporation into the Board Manual and other policy changes.** 2. **Kathy Lylyk and Sandi Klassen met and developed the recommendations attached.**
Attachments:	1. *Policy 3.5, Financial Condition and Activities Suggested Disposition* 2. *E.9, Signing Authority Policy and Procedures with suggested additions* 3. *E.8, Purchasing, with suggested additions (See Agenda Item #4.9.3)* 4. *Policy E.12, Financial: Annual Expenditure Plan with suggested additions (See Agenda Item #4.9.1)*
Submitted by:	*Kathy Lylyk / Sandi Klassen*
Date submitted:	*May 28, 2015*

Action: Rescind Policy 3.5; add wording to Policies E8, E9 and E12.

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Section No.   **3   Executive Limitations**
Policy No.   **3.5 Financial Condition and Activities**
Approved by: **Board of Governors**
Effective: **21 January 2004**
Revised: **27 May 2008, 24 March 2010, 29 September 2010**

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P O L I C Y

Financial Condition and Activities

Policy Clause	Suggested Disposition
With respect to the actual, ongoing financial condition and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from board priorities established in Ends policies.	Delete – This is Policy Governance language
Further, the President shall not:	Delete
1. Expend more funds than have been received in the fiscal year to date unless the amount can be repaid by certain and otherwise unencumbered revenues within 90 days of the end of the fiscal year.	Delete – This is legislated
2. Use any contingency funds carried forward from previous years.	Delete – no longer pertinent if the contingency fund is a budgeted operating budget item since operating is not carried forward. Instead immediately add wording to the Section 1 as new point (e) of Policy E12 to read: "Should there be a surplus in any given year, the surplus should be directed to the capital fund."
3. Fail to settle payroll and debts in a timely manner.	Delete - Procedures E9 include this
4. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately	Delete – Procedures E9 include this

Action: Rescind Policy 3.5; add wording to Policies E8, E9 and E12.

filed.	
5. Make a single purchase of greater than $200,000 not accounted for in the University Budget without informing the Board at the next scheduled Board meeting. Splitting orders to avoid this limit is not acceptable.	Delete and immediately add to Procedures E8 and E9: E8 – add to Point 6 the wording below: E9- Section F (d): "Single purchases greater than $200,000 not accounted for in the approved University budget will be approved by the Board of Governors at its next meeting. Splitting of orders to avoid this limit is not acceptable."
6. Acquire, encumber or dispose of land or buildings.	Delete – E9 Signing Schedule addresses this
7. Fail to exercise adequate internal controls over receipts and disbursements to avoid unauthorized payments or material dissipation of assets.	Delete – Policy & Procedures E9 include this.

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	Policy History	
Policy No. **BD011 (E9)**	Revised:	2001 04 2011 01
Approving Jurisdiction **Board of Governors**	Reviewed:	2010
Original Signed By **Scott Nicoll**	Effective:	2000 03
Administrative Responsibility Vice-President Finance and Administration	Approved:	19 January 2011

SIGNING AUTHORITY
POLICY

CONTEXT AND PURPOSE

Section 27 of the University Act (British Columbia) gives the Board of Governors the following powers with respect to signing authority:
"(2) (c) to appoint a secretary and committees it considers necessary to carry out the board's functions,…., and to confer on the committees power and authority to act for the board"
"(2) (s) to enter into agreements on behalf of the university"

Under the Board's governance model, the Executive Limitation Policy 3.5 "Financial Condition and Activities" states the following:
"With respect to the actual, ongoing financial condition and activities, the President shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from board priorities established in Ends policies. Further, the President shall not…7. Fail to exercise adequate internal controls over receipts and disbursements to avoid unauthorized payments or material dissipation of assets."

The President submits Internal Monitoring Reports at Board meetings related to this and other Executive Limitation Policies in order to report on compliance with the policies.

This Policy and its related Procedures outlines the principles and procedures that the University has created in order to establish control over legal and financial commitments through the comprehensive assignment of signing authority to specific positions within the University.

SCOPE AND LIMITS

This Policy and its related Procedures applies to all legal and financial documents of the University that require an authorizing signature(s); examples include contracts, agreements, applications for funding, donations to the University, real property transactions, leases, cheques and other banking-related documentation, investments, patents and the use of the corporate seal.

STATEMENT OF POLICY PRINCIPLES

1. The University has an obligation to establish a comprehensive system of controls over all legal and financial commitments thereby ensuring the ongoing operational health of the institution.
2. A key element in the control of legal and financial commitments is to assign signing authority to appropriate positions within the University for various types of documents and transactions, reflecting the value of the transactions (where applicable) as well as the expertise of the signing authorities.
3. All documents and transactions will be identified by type and the University will identify the signing authority(ies), by position, that will be required to sign each such document or transaction. A comprehensive schedule "Kwantlen Signing Authority Structure by Document and Level" will document this information.
4. The "Kwantlen Signing Authority Structure by Document and Level" schedule will be presented to the Finance and Audit Standing Committee of the Board for information.
5. The University will maintain and monitor the schedule to ensure that it is complete and current, reflecting changes in positions, changes in threshold amounts within each category, etc.
6. The University will document the responsibilities of the signing authorities with respect to such issues as legal and risk management review, insurance, and execution of documents, records management, delegation and spending authority and provide training to ensure that signing authorities understand their responsibilities.
7. The University will establish and document the circumstances under which signing officers may delegate their authority to other positions.
8. Prior to signing an agreement that is unusual or contrary to past practice, signing officers are expected to consider the possible precedent that such an agreement could set and seek advice from their supervisor.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

BOARD OF GOVERNORS GOVERNANCE POLICIES
3.5 Financial Condition and Activities
3.6 Asset Protection

ADMINISTRATIVE POLICIES
E6   Expense Claim Regulations
E8   Purchasing
G1   Conflict of Interest
New Administration and Control of Research and Special Funds
New Intellectual Property
Memorandum of Understanding Policy / Procedures

RELATED PROCEDURES

Refer to Signing Authority Procedures BD011 (E9)

	Procedure History	
Procedure No.	Revised:	2001 04
BD011 (E9)		2011 01
Approving Jurisdiction	Reviewed:	2010
Board of Governors		
Original Signed By	Effective:	2000 03
Scott Nicoll		
Administrative Responsibility	Approved:	19 January 2011
Vice-President Finance and Administration		

SIGNING AUTHORITY
PROCEDURES

DEFINITIONS

<u>Agreement:</u> An agreement is an arrangement between two or more persons (individuals, corporations, trusts or partnerships) by which the persons agree to undertake or to alter their respective rights and/or obligations. An agreement may be oral or in writing, or partly oral and partly in writing.

<u>Contingent Liability:</u> A contingent liability refers to a liability that exists but which may not have to be fulfilled; a liability which will become an obligation upon the occurrence of a future, uncertain event. This also includes a liability to perform the obligation of another person if that other person fails to perform it.

<u>Contract:</u> A contract is (i) an agreement between two or more parties intended to create legal obligations and that a court may enforce. The contract will normally be comprised of an exchange of promises between the parties. If a party executes an agreement under seal, it may be bound even though the other party has not given any promise in exchange.
(ii) A contract may be subject to conditions; that is, the parties' obligations to perform it may be suspended pending the occurrence of certain events, including further approvals, whether by third parties or officials of the parties to the contract whose authority is greater than that of the individuals who signed the contract.

<u>Guarantee:</u> A guarantee is a promise, normally expressed in writing, by which the person making the promise agrees to fulfill the obligations of another person. The promise is frequently conditional upon the occurrence of another event; for example; the failure or refusal of the other person to fulfill their obligations, the inability of the other person to fulfill their obligations (due to bankruptcy, dissolution or otherwise), or the occurrence of a particular event. A guarantee is one type of indemnity

Indemnity: Indemnity involves a commitment under which a person undertakes to prevent a loss or to provide reimbursement or compensation in the event of a loss; the obligation under the agreement could be, but need not be, dependent upon default by the indemnifying party or anyone else. The obligations under an indemnity may be a contingent liability of the party that has given the commitment.

One Over One Approval Requirement: One over one approval requirement stems from the concept that no one should be placed in a position where they can authorize a payment to be made to themselves or for their own benefit; where a signing officer is in such a position, the person in such a position is expected to obtain a signature from a supervisor to indicate that the expenditure is legitimate and for the benefit of the University's operations. This is also a requirement for grantees where the grantee is also a claimant on their own fund.

Signing Authority: A representative of the University vested with the powers to commit the University to a binding agreement.

Signing Officer: This term is identical to "Signing Authority" above except that the term "Signing Officer" will be used, within this Policy and Procedures, to refer only to those instances where the term is required by a third party such as a bank.
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PROCEDURES

1. SCHEDULE OF SIGNING AUTHORITIES
    The Vice-President Finance and Administration will develop a comprehensive "Kwantlen Signing Authority Structure" (hereafter referred to as "Schedule") listing the full range of documents that require signature, the dollar value attached to each of those documents (where applicable) and the position or positions that are authorized to approve each of those documents through a signature.

2. BOARD REVIEW OF SCHEDULE
    The Finance and Audit Standing Committee of the Board will receive a copy of the Schedule for their review on an annual basis.

3. MAINTENANCE AND REVISION OF SCHEDULE
    The Schedule will be maintained by the Vice-President Finance and Administration and will be updated, as required, to reflect changes in the documents requiring signature, dollar value limits as well as changes in the position or positions that are authorized to approve and sign the documents. .

4. <u>INFORMING AND TRAINING SIGNING AUTHORITIES</u>
    It is the responsibility of the Vice-President, Finance and Administration to ensure that persons who have been designated as signing authorities are provided with a copy of the Signing Authority Policy and Procedures and to provide training so that signing authorities understand their responsibilities under this Policy.

5. <u>RESPONSIBILITIES OF SIGNING AUTHORITIES</u>
    The responsibilities of signing authorities are outlined below.

A. Legal and Risk Management Review Requirements

In order to protect the interests of the University, signing authorities must undertake appropriate due diligence assessment prior to execution of documents which may include:

<u>Legal Reviews</u>
Designated legal advisors as per policy E.5 should be consulted prior to signing a document. Standard form documents do not generally require external legal advice. Documents with sizeable dollar values or complexity, or which have significant ramifications or are unusual in any way may require external legal advice and should be referred to designated legal advisors.

<u>Indemnity Matters</u>
Any document, contract or agreement which contains an indemnification to other parties, must be reviewed by the person in the administrative position directly responsible for risk management or the Vice President, Finance & Administration and approved by the Ministry, prior to such a document being finalized and executed.

<u>Contractual or Agreement Matters</u>
No person may sign any document or enter into a verbal or non-verbal agreement that creates an obligation or undertaking on behalf of the University unless the individual has been granted authority through this Policy and Procedures.

All employees have an obligation to understand the extent and limits of their authority, and understand and comply with the University's policies, procedures and processes.

Persons that have been granted authority shall ensure:

i. That the University has the ability to meet the obligations being made.

ii. That any agreement is compliant with the laws of Canada and British Columbia.

iii. That the appropriate level of review and approval has been obtained from stakeholders, and that required levels of legal, risk management, procurement, financial and other required due diligence has been performed and risks disclosed.

iv. That any intellectual property matters have been properly considered, in accordance with the University's policies and procedures.

v. That any agreement is consistent with the University's mission and mandate, Budget, Collective Agreements, Academic Planning and Priorities, policies and procedures of the University.

vi. The overhead rate included in any contract or agreement must be consistent with the University's Policies or they may be amended by the President or the Vice-President, Finance & Administration or Executive Director, Research.

B. Insurance

The University carries a variety of insurance policies providing very broad coverage, intended, for the most part, to meet the particular needs of the University. Board members, officers, and employees are included in the definition of insured in the University liability insurance policies. Any document, contract or agreement which contains insurance, must be reviewed by the person in the administrative position directly responsible for risk management or Vice-President, Finance & Administration, prior to such a document being finalized and executed by a signing authority.

C. Execution of documents under Seal

Authorized positions which may affix the Seal of the University are determined by the Board. Section 56 of the *University Act* of British Columbia determines whether a document has been properly executed. That section of the *University Act* does not require that all documents be executed under seal; it merely indicates that if the seal is used, then the law deems it to be executed.

D. Records Management

The primary signing authority responsible for the administration and management of an executed document, contract or agreement shall retain the original University document, contract or agreement in accordance with Kwantlen's retention schedule.

E. Delegation

In the event of unavailability or other extraordinary circumstances, a person with signing authority may delegate their authority to predetermined delegates subject to the following restrictions:

a) the delegated authority must be written and copied to the person's supervisor and the Executive Director, Financial Services,

b) the delegated authority must specify a time period for the delegated authority, normally coinciding with the period of time that the delegating authority is expected to be away

c) the authorized dollar limits shall not exceed the normal limits for the original signing authority,

d) the expenditure committed to must be part of an approved budget and cannot exceed any unexpended amount of that budget,

e) the commitment period for the expenditure should not normally exceed one year, and

f) the commitment made by the delegate must be reported to the signing officer in a timely manner.

F. Spending Authority

a) Approval of the University's operating budget by the Board of Governors and allocation of the operating budget to the University's operating units confers the authority to authorize expenditure within the amounts allocated to the unit of a signing authority, subject to the terms and conditions of the relevant Purchasing or Human Resources policies and procedures, or specific directives or conventions within an operating unit. Expenditure authorization alone does not provide the authority to an individual to sign contracts and agreements on behalf of the University. An individual can commit the University to a contract or agreement only through the provisions of this Policy and Procedures.

b) Holders of restricted funds (e.g. research, endowment spending, special purpose, revenue generating and other trust funds) may delegate signing authority over expenditures, but remain accountable to ensure that the expenditures are consistent with the restricted intent for those funds and do not exceed the authorized dollar amounts.

c) The rule for approval is "one-over-one." All employees must abide by this rule and any purchase/expense/reimbursement that is for their benefit must be signed by the claimant and approved by a senior person who is on an organizational level above that of the claimant and will normally be the person to whom the claimant reports as well as the signing authority of the Fund if different than the "one-over-one". This rule applies as well for grantees where the grantee is also the claimant on their own Fund. If clarification on granting

agency guidelines is necessary, Financial Services staff must be consulted. Visiting researchers' expenses are to be approved by the host's one-over-one.

c)d)   Single purchases greater than $200,000 not accounted for in the approved University budget will be approved by the Board of Governors at its next meeting. Splitting of orders to avoid this limit is not acceptable.

RELATED POLICY

Refer to Signing Authority Policy BD011 (E9)

Agenda Item: *Review Board Policy 3.6, Asset Protection*

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

Recommended Resolution:	THAT the Board of Governors rescind Policy 3.6, *Asset Protection* and amend Policy E.8, *Purchasing.*

Board Committee Report:	*At its May 14, 2015 meeting, the Board Finance Committee reviewed and recommended rescinding Policy 3.6 and amending Policy E.8.*
Key Messages: *[maximum of three]*	1. **Policy 3.6 was part of the Policy Governance model that the Board previously followed and the intent was to incorporate it into other policy and the Board Governance Manual at some point in time.** 2. **Wording from Point 7 is not included in other policy or the Board Governance Manual. This wording has been added to the preamble of Policy E.8.**
Context / Background	1. **At its October 29, 2014 meeting, the Finance Committee asked Gordon Lee and Kathy Lylyk to review Policies 3.4, 3.5 and 3.6 and make recommendations regarding incorporation into the Board Manual and other policy changes.** 2. **Kathy Lylyk and Sandi Klassen met and developed the recommendations attached.**
Attachments:	1. *Policy 3.6, Asset Protection with suggested disposition* 2. *E.8, Purchasing, with suggested additions*
Submitted by:	*Kathy Lylyk / Sandi Klassen*
Date submitted:	*May 28, 2015*

Action: Rescind Policy 3.6; add wording to Policy E8.

KPU	**Section No.** **3** **Executive Limitations** **Policy No.** **3.6 Asset Protection** **Approved by:** **Board of Governors** **Effective:** **21 January 2004** **Revised:** **16 January 2008**

P O L I C Y

Asset Protection

Policy Clause	Suggested Disposition
The President shall not allow tangible and intangible corporate assets to be unprotected, inadequately maintained or unnecessarily risked.	Delete – This is Policy Governance language.
Further, the President shall not:	Delete
1. Operate without implementing an organizational risk management policy.	Delete - There is an Office of Risk Management addressing organizational risk. An organizational risk management policy will be developed.
2. Subject facilities and equipment to improper wear and tear or insufficient maintenance.	Delete - Covered in Policy BP5, Use of University Property, clause C(3)(a): **1. Care and Control** a. Employees are entrusted with the care, management, and cost-effective use of KPU's property and assets including the use of KPU's name and logo. Employees are expected to exercise reasonable safeguards to protect University property from theft, fraud, or damage.
3. Unreasonably or unnecessarily expose the organization, its board or employees to claims of liability.	Delete - Covered in Policy E9, Signing Authority, Sections A and B: **A. Legal and Risk Management Review Requirements**

Action: Rescind Policy 3.6; add wording to Policy E8.

	In order to protect the interests of the University, signing authorities must undertake appropriate due diligence assessment prior to execution of documents which may include:
	Legal Reviews
	Designated legal advisors as per policy E.5 should be consulted prior to signing a document. Standard form documents do not generally require external legal advice. Documents with sizeable dollar values or complexity, or which have significant ramifications or are unusual in any way may require external legal advice and should be referred to designated legal advisors.
	Indemnity Matters
	Any document, contract or agreement which contains an indemnification to other parties, must be reviewed by the person in the administrative position directly responsible for risk management or the Vice President, Finance & Administration and approved by the Ministry, prior to such a document being finalized and executed.
	Contractual or Agreement Matters
	No person may sign any document or enter into a verbal or non-verbal agreement that creates an obligation or undertaking on behalf of the University unless the individual has been granted authority through this Policy and Procedures.
	All employees have an obligation to understand the extent and limits of their authority, and understand and comply with the University's policies, procedures and processes.
	Persons that have been granted authority shall ensure:
	i. That the University has the ability to meet the obligations being made. ii. That any agreement is compliant with the

Action: Rescind Policy 3.6; add wording to Policy E8.

	laws of Canada and British Columbia. iii. That the appropriate level of review and approval has been obtained from stakeholders, and that required levels of legal, risk management, procurement, financial and other required due diligence has been performed and risks disclosed. iv. That any intellectual property matters have been properly considered, in accordance with the University's policies and procedures. v. That any agreement is consistent with the University's mission and mandate, Budget, Collective Agreements, Academic Planning and Priorities, policies and procedures of the University. vi. The overhead rate included in any contract or agreement must be consistent with the University's Policies or they may be amended by the President or the Vice-President, Finance & Administration or Executive Director, Research. **B. Insurance** The University carries a variety of insurance policies providing very broad coverage, intended, for the most part, to meet the particular needs of the University. Board members, officers, and employees are included in the definition of insured in the University liability insurance policies. Any document, contract or agreement which contains insurance, must be reviewed by the person in the administrative position directly responsible for risk management or Vice-President, Finance & Administration, prior to such a document being finalized and executed by a signing authority.
4. Deviate from generally accepted purchasing practices of public bodies.	Delete - Covered in Policy E8, Purchasing.
5. Fail to protect intellectual property, information and files from loss or significant damage.	Delete - Intellectual Property Policy is under development. Information and files are covered in Policy BP5,

Action: Rescind Policy 3.6; add wording to Policy E8.

	[Use of University Property](#) & its [Procedures](#).
6. Endanger the institution's public image or credibility, particularly in ways that would hinder its accomplishment of its mission.	Delete - Covered in the Code of Conduct, Section 3.1(d) KPU encourages employees to engage in professional, technical and other activities to enhance their professional growth and to participate in community service; employees are free to engage in political, professional, interest group and charitable activities. KPU recognizes that employees may also have alternate employment, participate in businesses, or receive remuneration of funds for activities outside of their employment at Kwantlen Polytechnic University. Such outside activities and interests are generally supported provided that KPU employees: d. ensure that the activity does not negatively impact upon the University's reputation or bring the University into disrepute.
7. Negatively impact the physical environment.	Delete and immediately add wording to Policy E8, Purchasing in the Preamble: "When purchasing goods and services or embarking on capital projects, due consideration must be given to environmental and sustainability impacts." In 2016 revise Policy E8 to conform to the Policy Protocol standards.

Kwantlen
POLYTECHNIC UNIVERSITY

P O L I C Y

TITLE: **Purchasing**

APPROVED BY: The President

EFFECTIVE: 28 September 1989

REVISED: 01 September 2004

RELATED POLICIES:

To maximize value received and service to user departments all acquisitions of goods and services from University funds or University administered funds (excluding employment related and professional consulting services) will be the responsibility of the Purchasing Department except in those instances where responsibility is specifically assigned to another department. ==When purchasing goods and services or embarking on capital projects, due consideration must be given to environmental and sustainability impacts.==

GENERAL

1. The Purchasing Department is responsible for the organization and administration of centralized purchasing services for all departments of the University.

2. Other than the Director/Materials Management or authorized designate the only persons who may pledge the credit of the University for goods and services directly related to their areas of responsibility are:

   a. Vice-President, Finance and Administration - All Contracts, Media Advertising / Marketing Services

   b. Vice President, Finance and Administration - Library Books and Learning Materials

   c. Bookstore Director - Books and Supplies for Resale

3. Individuals who obligate the University without authorization may be held personally responsible for the commitment.

4. The University is maintained by public funds and all qualified suppliers are entitled to have their products considered when the University is in the market for goods and services.

5. As a ruling principle, orders and contracts will be awarded to the bidder offering best value. However, all things being equal, preference will be shown to local firms, British Columbia firms and Canadian firms, in that order and in compliance with the Agreement on Internal Trade (AIT) Annex 502.4. Any deviation from this principle will be as a result of negotiations between the Purchasing Manager and the requisitioning department.

6. Using the following guidelines, the University will obtain competitive prices where practical for supplies, equipment and services except when the need is critical and where delays would not be in the best interest of the University's operations or where the materials and services (excluding construction services) are unique:

    $ 000 - $ 5,000
    Direct Purchase Order - (quotes at Buyer's Discretion)

    $ 5,000 - $ 20,000
    Written Quotes Accepted - simple format

    $ 20,000 - $ 50,000
    Written Tenders Required - approved format

    $ 50,001 - $100,000
    Tenders Required - invited bidders - posted as public bid

    Over $100,000
    Tenders Required - posted public bid as per AIT requirements

    Single purchases greater than $200,000 not accounted for in the approved University budget will be approved by the Board of Governors at its next meeting. Splitting of orders to avoid this limit is not acceptable.

    Construction Services

    $ 000 - $ 250,000
    Written Quotes Required - with discretion of Director for sole service up to $50,000

    $250,000 and over
    Tenders Required - posted public bid as per AIT requirements

7. The final purchasing decision as to quality, acceptable alternatives, price, source of supply, availability, etc., remains with the Director/Materials Management after consultation with the using department. Any dispute will be decided by the Vice-President, Finance and Administration.

8. Awards up to the value of $100,000 are approved and awarded by the Director/Materials Management. Awards over the value of $100,000 and up to $250,000 are approved and awarded by the Vice-President, Finance and Administration. Awards over the value of $250,000 are approved and awarded by the President.

9. As a general rule, the University will not enter into purchasing contracts with employees and board members or members of their immediate families. To avoid a possible conflict of interest any employee who has financial or other interest in a supplier company, either directly or indirectly through members of his immediate family, should report such financial or other interests in writing to the Director/Materials Management and/or Vice-President, Finance and Administration who will determine whether the interest is sufficient to disqualify the vendor.

10. University employees must not accept gifts, either in kind or in money or in excessive entertainment from a vendor or a potential vendor. Gifts include any items offered to an employee or his family which have intrinsic value or are not obviously in the form of advertising.

Excessive entertainment includes, but is not necessarily restricted to, transportation of other than a business nature and overnight accommodation. Free samples must not be accepted unless the item has little intrinsic value.

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Agenda Item: *New Faculty Proposal: Faculty of Educational Support and Development*

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

Recommended Resolution:	**THAT the Board of Governors, with the endorsement of Senate, approve the establishment of a new Faculty of Educational Support and Development.**

Board Committee Report

The Board Governance Committee reviewed and endorsed the New Faculty Proposal: Faculty of Educational Support and Development at its May 13, 2015 meeting.

Key Messages:
[maximum of three]

1. **In October 2008 Senate approved, in principle, the creation of a new Faculty consisting of faculty members from Co-operative Education, Counselling, Learning Centres, Library and Services for Students with Disabilities (currently there are 45 faculty members in this constituency).**
2. **The Faculty would be created for the purpose of fully participating in Senate and the five areas would continue to work independently and would establish a Faculty Council and any other required committees in order to participate in Senate.**
3. **For the purposes of governance, an academic administrator from among the areas represented, duly appointed in accordance with policy, would serve as the Dean.**

Context & Background:

Under Section 35.2 (6) of the University Act, the Senate of a special purpose, teaching university must advise the Board, and the Board must seek advice from the Senate, on the development of educational policy for the following matters: (e) the establishment or discontinuance of faculties at the special purpose, teaching university.

The Policy is under development, but in its absence, a proposal to establish a new Faculty requires Board approval.

Consultations:

2. The Faculty Proposal Working Group developed and recommended the proposal to create a Faculty of Educational Support and Development.
3. Endorsed by the Provost and Vice President, Academic.
4. Endorsed by the Senate Governance Committee on April 13, 2015 and the Senate Standing Committee on Academic Planning and Priorities on April 17, 2015.
5. Recommended to the Board of Governors for approval by Senate on April 27, 2015.

Attached	1.	*Memo dated April 1, 2015 confirming the Provost and Vice President, Academic's support for the creation of the new Faculty.*
	2.	*Memo dated April 20, 2015 requesting Senate's endorsement*
	3.	*Proposal dated March 26, 2015 to create a New Faculty of Academic Support and Development prepared by the Proposal Working Group.*

Submitted by: *Alan Davis / Sal Ferreras*

Date submitted: *May 28, 2015*

MEMORANDUM

TO:	Jennifer Au, Vice Chair, Senate
CC:	Angela M. Ryan, Math, Applied Science & Trades Librarian
FROM:	Salvador Ferreras, Provost and Vice President, Academic
DATE:	April 1, 2015
SUBJECT:	Proposal to Create a New Faculty of Academic Support and Development

This memo will confirm my support of the request for the creation of the new Faculty of Academic Support and Development as presented in the proposal dated March 26th, 2015.

The proposal should proceed through the Senate Governance Committee and Senate Standing Committee on Academic Planning and Priorities for feedback to the Faculty Proposal Working Group and recommendation to Senate.

Regards,

Sal

MEMORANDUM

TO: Alan Davis, Chair, Senate and Jennifer Au, Vice Chair, Senate

CC:

FROM: Angela M. Ryan, representing Faculty without a Faculty New Proposal Committee

DATE: April 20, 2015

SUBJECT: Proposal to Create a New Faculty of Educational Support and Development

We are requesting Senate endorsement for the newly proposed Faculty of Educational Support and Development.

Please find attached our proposal dated March 26th, 2015, as well as the memo of endorsement from Dr. Salvador Ferreras, Provost and Vice President, Academic.

Senate Standing Committee on Academic Planning and Priorities endorsement of our proposal was given on Friday April 17, 2015

Senate Governance Committee voted in support of this proposal on Monday April 13, 2015

Proposal to Create a New Faculty of Academic Support and Development

Prepared by:
Faculty Proposal Working Group

      Laura Aguilera (Services for Students with Disabilities)
      Marti Alger (Learning Centres)
      Khairunnisa Ali (Co-operative Education)
      Celia Brinkerhoff (Library)
      Chris Burns (Library)
      Jennie Campbell (Counselling)
      Dennis Dahl (Services for Students with Disabilities)
      Leanne MacKenzie (Co-operative Education)
      Alice Macpherson (Learning Centres)
      Angela Ryan (Library)
      Renu Seru (Counselling)

Submitted to:

      Sal Ferreras, Vice President Academic and Provost, Kwantlen Polytechnic University

Date:
      Thursday February 12, 2015 – Original Copy
      Thursday March 26, 2015 – Edited Copy

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Executive Summary

The Faculty Proposal Working Group recommends that the new Faculty of Academic Support and Development (FASD) be created consisting of faculty members from the following areas:

- Co-operative Education
- Counselling
- Learning Centres
- Library
- Services for Students with Disabilities

The Faculty would be created strictly for the purpose of fully participating in Senate. Our areas would continue to operate independently, but would establish a Faculty Council, and any required committees (e.g. Nominating; Academic Planning & Priorities), to enable us to participate in Senate work. For the purposes solely of governance, an academic administrator from among the areas represented by the new Faculty, and who has been duly appointed under the terms of Policy HR-20 Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions, and Board Manual Appendix H, will serve as the Dean. This request will result in no operational or budgetary changes.

Who we are

All five areas operate independently. Counselling, Co-operative Education, and Services for Students with Disabilities are also administered separately, while the Library and Learning Centres have had the same administrator since 2013. Collectively we are over 45 faculty members in our constituent areas and we feel that a group of this size should have representation on Senate.

Although we are distinct units, we share a fundamental academic purpose: to provide instruction and support in learning strategies. We enable learners from across the institution to develop the essential abilities needed for success in school, in work and in life.

We teach students, faculty, employees and members of the community in all modes: individual, small group and classroom, as well as online. We all develop curricula and work with other faculty members to integrate core skill instruction into their courses and to assess learner outcomes. Our instructional activities are summarized in Appendix A.

Background information for current proposal

This is not the first time our group has sought to form a Faculty. During Kwantlen's transition to a special purpose teaching university, our members, as well as the Kwantlen Faculty Association, immediately voiced concern about our disenfranchisement from governance and loss of voting rights on Senate. As a result, in October 2008, the newly-formed Senate affirmed our status as faculty members who should have representation on Senate. It also approved, *in principle*, the creation of a new Faculty for our areas to ensure such representation.

Several things have happened in the ensuing six years:

- Senate has recognized the need to have faculty members from our areas involved in university governance and has modified the composition of most Senate standing committees accordingly. However, it has been difficult to recruit representatives from our areas in a fair and transparent manner, without the formal structure of a Faculty and nominating committee.

- The opinion of KPU General Counsel has been sought, and has determined that there is no legal impediment to creating a Faculty from our areas for the purpose of Senate representation.

- KPU is growing into its unique role as a polytechnic university, and recognizes the need for flexibility in developing "non-traditional" structures and processes to best meet the objectives of the Academic Plan 2018.

- The University is currently developing clearer guidelines on the creation of new Faculties.

There have been several recent developments which have lead to this current proposal:

- The President, the Senate Governance Committee, and the Vice-Chair of Senate have approached our group requesting a renewed proposal in 2015.

- There has been some restructuring of our areas, with the Learning Centres now being administered by the University Librarian.

- Members from Co-op have joined our group in this proposal.

- There has been recognition of a need for a newly named Faculty of Academic Support and Development to have representation on Senate:

  - almost all Senate subcommittee membership rosters have changed to explicitly include members from our areas, see Appendix B

  - difficulties exist in communication to members of our group without the cohesive whole, such as a Faculty Council.

  - previous confusion on the part of the institution because our group was not recognized as a Faculty; this lead to our group being considered as Professional Support Staff and placed in this category in Nov 2012 Senate election. This error was reversed, but it caused great concern in our group.

The Benefits of Creating a New Faculty

> "Universities began to acknowledge their responsibility not only for the development of scholars, but also for the development of information literate and independent thinkers. Conceptualizing the student on a holistic level, which can encompass their social, psychological and academic needs, provides librarians and student service coordinators with an ideal foundation for collaboration."[1]

Faculty members in our areas have collaborated with each other and with other faculty on many learning initiatives, such as embedding writing and information literacy skills into course curricula. Research indicates that this type of cross-disciplinary collaboration improves learner engagement,[2] as well as student success[3] and retention,[4] which are fundamental goals of the Academic Plan 2018.

As a Faculty, with departments representing each of our unique areas, a Faculty Council and regular divisional meetings, we could more efficiently and effectively work together on sustained and coordinated planning and assessment of our learning programs.

Being a Faculty would facilitate a wide range of beneficial collaborations from tutor training to faculty development [5] and would improve our ability to develop programs designed to supplement, integrate, and embed successful learning strategies throughout the curriculum. It would also enrich our understanding of each other's expertise and stimulate pedagogical development and innovation.[6]

Since each Faculty elects two faculty members to Senate, we would be able to contribute our essential, cross-disciplinary and cross-institutional perspective to the conversation on KPU's most fundamental mission - helping students to learn and succeed and become well-informed, active members of society. It is not sufficient for us to participate in selected Senate sub-committees, valuable though this is. Exclusion from Senate reflects a view that we have a separate and perhaps ancillary role in KPU student success. In order for KPU to succeed in holistically educating students, it needs all of the relevant faculty voices involved in the conversation together at the main table.

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[1] Conceptualizing the student on a holistic level, which can encompass their social, psychological and academic needs, provides librarians and student service coordinators with an ideal foundation for collaboration. … [They all] aim to equip students with tools and resources needed to succeed in their studies and with their evolving personal, social, emotional and academic efforts." (Love & Edwards, 21)

[2] "Pascarella and Terenzini (2004) found that the quantity and quality of student engagement positively affects learning outcomes: 'Other things being equal, the more the student is psychologically engaged in activities that reinforce and extend the formal academic experience (for example, library experiences, writing experiences, science effort, course learning), the more he or she will learn.' "(Usher & Porter p. 149)

[3] The greatest measurable success for the acquisition of critical thinking skill has been achieved through cross-disciplinary partnering of faculty with expertise in content areas with those having specialized knowledge of the learning process. These partnerships serve to enhance the teaching of the essential skills of learning, writing, research, and the use of technology. (Schmidt & Kaufman). Usher & Porter note that "there is a strong body of research showing a positive link between "progressive" pedagogical techniques and an array of learning outcomes. Various forms of "active" or "collaborative" learning, usually built around small groups and regular peer and instructor feedback, are correlated with superior outcomes in learning, cognitive skills, academic performance, and student satisfaction." (57)

[4] Such collaborations facilitate the success (and retention) of international students. "These kinds of collaborations frequently lead to new initiatives and the development of more sophisticated and effective services for students." (Love & Edwards 22)

[5] Elmborg 30

[6] Leadley and Rosenberg 63

Legislation

The amended *University Act* (R.S.B.C. 1996, c. 468) determines what constitutes a Faculty at a special purpose, teaching institution in BC and distinguishes it from all other universities under the Act. Our proposed Faculty of Academic Support and Development will meet all of the criteria. Each section of the Act is displayed here in ***bold italic*** typeface, followed by our comments.

Definitions

1 Faculty ...

> ***(b) in the case of a special purpose, teaching university, an educational administrative division of a university constituted by the board as a faculty under section 39, or the dean and faculty members of a faculty, as the context requires;***

Our Faculties are described as *educational* administrative divisions, not *academic* administrative divisions. The term 'educational' is much broader than 'academic'. The fact that this word was deliberately changed - and was the *only* change - signals that Faculties in special purpose, teaching universities should be more broadly construed than the traditional 'academic' units at other universities.

Faculties

> ***39 (1) The faculties of each university may be constituted by the board, on the recommendation of the senate.***

> ***A dean of a faculty is the chair of the faculty of which he or she is the dean.***

It is within the power of the Senate to recommend and the Board to create a new Faculty. We would like to reiterate that our group does not want any operational or budgetary changes, and have agreed that for the purposes solely of governance, an academic administrator from among the areas represented by the new Faculty, and who has been duly appointed under the terms of Policy HR-20 Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions, and Board Manual Appendix H, will serve as the Dean.

Powers and duties of faculty

> ***40 A faculty has the following powers and duties:***

> ***(a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;***

Our constituent groups already have well-established guidelines which govern the conduct of meetings, including the matter of quorum. We would further develop guidelines for the creation and operation of a Faculty Council, just as all KPU Faculties have done.

> ***(b) to provide for student representation in the meetings and proceedings of the faculty***

Students do not currently attend meetings in our areas, but as this is a requirement for Faculties governed by this Act, we certainly would accommodate this change.

> *(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;*

As noted under 40(a), our constituent groups have a well-established structure and rules for the management of their resources and services. They are involved in developing their area's annual educational plan and budget, and are each responsible for managing expenditures in clearly defined areas. Constituent groups are directly involved in the development of their group's strategic plan and its implementation.

> *(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;*

As described more fully in Appendix A, faculty members in all our areas are involved in determining courses of instruction. Some instruction takes the form of credit-bearing courses enrolled through Banner, but we note that this is not required in the Act, which says 'courses of instruction', not *'credit* courses of instruction'.

> *(e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty, and to prevent lecturing or teaching so prohibited;*

All faculty members are members of the Kwantlen Faculty Association, as required in the institution's selection criteria and collective agreement. Some also hold a Provincial Instructor's Diploma or other post-secondary graduate degrees. Faculty members participate in the selection process for new faculty.

> *(f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;*

Given the variety of teaching and learning in our areas, a range of assessment tools, including examinations, is used. Please refer to Appendix A for details.

> *(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;*

This is done, as needed.

> *(h) generally, to deal with all matters assigned to it by the board of the senate*

Faculty members in our areas are very active in KPU committees and initiatives, refer to Appendix B. As outlined then, our proposed new Faculty would meet all of the *University Act*'s criteria for a Faculty at a special purpose, teaching university like KPU.

Governance and Operations

If the current proposal for the new Faculty of Academic Support and Development is approved, the following structures will need to be developed and implemented.

- Creation of a Faculty Council will be based upon similar councils of other faculties and will include elected representation from constituent departments, student body and others where necessary.

- The Faculty as a whole would develop a set of By-laws for governing itself. These would lay out the composition of the Faculty Council and whatever committees we felt were useful and necessary, (ie: Nominating and Academic Planning & Priorities).

- For the purposes solely of governance, an academic administrator from among the areas represented by the new Faculty, and who has been duly appointed under the terms of Policy HR-20 Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions, and Board Manual Appendix H, will serve as the Dean. This request will result in no operational or budgetary changes.

Summary

We recommend that KPU create a new Faculty of Academic Support and Development as authorized under the *University Act*. This is a pivotal time of change for our institution with the launch of Academic Plan 2018 and this proposal aligns with the plan. KPU can seize this opportunity to distinguish itself as a learning-focused, special-purpose teaching university by acknowledging and supporting the interdisciplinary work of faculty members in these areas who have the potential to create educational experiences that make a profound difference in student achievement and retention. Our collective offerings fit well with the polytechnic mandate and vision of preparing students for applied learning in all programs.

References

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Love, Emily, and Margaret B. Edwards. "Forging inroads between libraries and academic, multicultural and student services." *Reference Services Review* 37.1 (2009): 20-29.

Usher, Alex, and Andrew Porter. "A State of the Field Review of Post-Secondary Education." Oct 2006. <http://www.ccl-cca.ca/CCL/Reports/StateofTheFieldReview/?Language=EN>.

Appendix A: Instructional Activities and KPU Academic Plan 2018

<u>Co-operative Education:</u>

Alignment with KPU Academic Plan
We align with all of the Academic Goals in the Academic Plan. These goals are inherent in the work we do every day partnering with employers, collaborating with faculty and teaching students in tuition based, credit courses both in the classroom, online and in the business community.

GOAL: Experiential Learning Courses
> Co-operative Education provides students with the opportunity to combine classroom theory with paid, off-campus, career related work experience. Co-op courses are for credit and tuition based, offered each semester and are a combination of online and in person/lecture based instruction. The curriculum facilitates peer to peer leadership, reflection, experiential learning and reinforces academic classroom based learning. All Co-op instructors assist with curriculum development and teach courses each semester.

> COOP 1101 CR-1, Job Search Techniques
> Students will learn the philosophy and goals of co-operative education. They will also learn to develop effective job search techniques, including preparing effective resumes and cover letters, and practicing interview skills, in order to secure their first co-op placement.

> Prerequisites: Declaration of a Co-op specialization, Not Transferable

> COOP 1150 CR-9, Co-op Work Semester 1
> Students will apply academic knowledge and acquire new abilities through relevant employment in their field of study. They will complete a 12-16 week paid co-op work experience taken on a full-time basis, monitored by Co-op Faculty. Students will reflect on how their behaviours and attitudes affect their work and their relations with others in the organization. They will also assess their interests and attitudes in relation to their field of study.

> Prerequisites: COOP 1101 and declaration of a Co-op specialization

> Transferable (refer to transfer guide)

> COOP 2150 CR-9, Co-op Work Semester 2
> Students will apply academic knowledge and acquire new abilities through relevant employment in their field of study. They will complete a second 12-16 week paid work experience taken on a full-time basis, monitored by Co-op faculty. Students will explore the significance of their behaviours and attitudes in relation to their work and examine their own working relationships and those of the organization. They will also define their interests and attitudes in relation to their field of study.

> Prerequisites: COOP 1150 and declaration of a Co-op specialization

Transferable (refer to transfer guide)

COOP 3150 CR-9, Co-op Work Semester 3
Students will integrate academic studies with a full-time, paid work experience in a program related position with an employer organization. Students will apply academic knowledge and acquire more competence through relevant experience in their field of study while completing a third 12- to 16- week work term. The work term will be monitored by Co-op faculty. Students will identify and analyze new skills in relation to their work and develop professional learning goals for the term. Students will further assess their interest in and attitude towards their field of study and prepare a potential career plan for after graduation.

Prerequisites: COOP 2150 and declaration of a Co-op specialization

Transferable (refer to transfer guide)

COOP 4150 CR-9 (formerly COOP 4210), Co-op Work Semester 4
Students will integrate academic studies with a full-time, paid work experience in a program related position with an employer organization. Students will apply academic knowledge and acquire more competence through relevant experience in their field of study while completing a fourth 12- to 16- week work term. The work term will be monitored by Co-op faculty. Students will identify and analyze new skills in relation to their work and develop professional learning goals for the term. Students will further assess their interest in and attitude towards their field of study and review and confirm their career plan for after graduation.

Prerequisites: COOP 3150 and declaration of a Co-op specialization

Transferable (refer to transfer guide)

GOAL: Defined Learning Outcomes and Methods of Demonstrating Student Capability

All Co-op courses integrate a competency based learning method with 8 core competencies for students on work terms. The competencies provide a foundation for setting learning goals and for incorporating the assessment of competence, based on learning and changing competence as a student progresses through their work term. The graded assignments and activities reflect the core competencies and are evaluated at the beginning, middle (site visit) and end of the work term course. Assessment of competencies in this way is very much a student driven assessment process which is integral to the experiential learning process and the student's ability to learn, develop and grow.

COOP 1101 (1 credit, letter grade system). Assessed based on in class lectures and online assignments through Moodle. Assessment plans comply with KPU policy and include: resumes, cover letters, interview, class assignments, presentations, reports, leadership assignments, quizzes, and participation.

COOP 1150, 2150, 3150, 4150 (9 credits, MAS/NCG grade system). Students are assessed on completion of a final report, journals, online learning forums, site visits, self-assessment/learning goals, faculty assessment, and evaluations from employer.

GOAL: Offer Exceptional Learning Environments

Various Co-op individuals have conducted research while pursuing their Master and Doctoral degrees:

Lindsay Wood's research for Masters in Leadership at Royal Roads focused on Faculty Engagement in Co-op Competency-Based Learning

Candy Ho is currently completing her coursework as part of her Doctor of Education, Educational Leadership at Simon Fraser University; her research focuses on teaching and learning in the context of co-operative education

Anita Sangha designed a coaching program for KPU School of Business for her Masters in Leadership

Faculty participated in the Association of Co-operative Education's Research Committee work on Co-operative Education and Student Engagement. This research was published in the CEIA Journal in December 2012, and other related articles appeared in Experience Magazine and the ACE Online Newsletter.

Bevin Heath Ansley researched The Right Attitude: What is it and Can it be Taught?" for her Masters in Leadership

Other professional development includes, but is not limited to, activities such as:

- Great Teachers Seminar
- Provincial Instructor Diploma
- Fierce Conversations – as participants and also trained to facilitate
- ISW at KPU and SFU
- ACE and CAFCE PD events and conferences
- Justice Institute Conference on using Technology in Teaching
- Certificate in University Teaching and Learning (SFU)
- Breaking the Mould: Innovations in Undergraduate Learning (SFU)
- BCcampus Open Textbook Summit
- SFU Faculty of Education Summer Institute, July 2014 (Presented)
- Using new technology including Jing, Youtube, Flipped Classrooms, Voicethread and social media

GOAL: Ensure Student Success and Well Being

The work we do in Co-operative Education empowers students with professional readiness for the workplace and being successful in transferring their learning at KPU into their career and everyday lives beyond the university experience. This learning occurs in all our on campus courses, one on one meetings, work term courses, and informal discussions and mentorship we give to our students

Our curriculum content is enhanced by employers speaking on key topics in our courses, and reinforcing our teaching. We collaborate with student clubs to facilitate industry speakers and develop their networking, social media and self-marketing tools. Working with students throughout their careers at KPU to integrate learning between academic and work term course semesters contributed directly to retention and student engagement. Many of our alumni come back to hire students as they progress in their careers and want to give back.

We also do as we preach, providing opportunities for students to gain experience through hiring of Student Assistants and Co-op Students in our office.

Counselling:

Alignment with KPU Academic Plan 2018

In Counselling, all of our programming and interventions are geared to meeting the desired strategic KPU academic goals of "ensuring student success and well-being" by addressing their mental health challenges, increasing "experiential learning opportunities" as with our peer support program for example, "offering exceptional learning environments attuned to learners" by attending to the needs of a diverse student population, and "defining learning outcomes and methods of demonstrating student capability" with continual assessment of who we serve and what their needs are, as with the recent shift in our role from primarily psycho-education intervention, to mental health counselling.

We know that "around half of students who go to KPU straight from high school were previously in an ESL program" (Globe & Mail, Canadian University Report, October 21, 2014). Although there are exceptions, KPU students are generally not as well prepared academically as first-year students heading to the big universities. Additionally, more of our students come from families where parents haven't had post-secondary education, and there are implications on KPU and its students as a result of this. Our students therefore, come with particular needs and challenges to seek further education at KPU.

It is imperative therefore that as an institution, we provide enhanced supportive services, such as counselling, that meet the needs of our particular student population. This is reflected in the KPU strategic academic plan, which states one academic goal being, of "going beyond the transmission of knowledge to students", "in a way of knowing, doing and being as educators that is distinctly our own"(KPU Website). It's a holistic approach of how we view the development and transformation of our students in their quest to succeed and thrive academically.

Courses and Modes of instruction:

1. CLASSROOM RELATED

Historically, Counsellors' role as educators at KPU, took the form of a combination of teaching in the classroom and one-on-one psycho-educational support to KPU students. Classroom teaching focused on three-credit courses on the topics of career and academic success (CAAS, then UNIV), and non-credit seminars. Over time however, and specifically within the last decade or so, two major changes have impacted and shifted the counselling role at KPU.

Firstly, the nature and severity of psychopathology and complexity of student issues has been increasing across post-secondary institutions, including KPU, with the result that our services have shifted from a primarily psycho-educational intervention, addressing developmental issues, to include a therapeutic approach addressing mental health issues.

Secondly, during this time, KPU administrators chose to shift the counselling role from academic teaching (CAAS and UNIV credit courses, 1996-2009), to one focused primarily on providing mental health support.

Today, as educators, we continue to facilitate the transformation, empowerment, development, growth and experiential learning of our students. Counsellors provide critical mental health support and skills training and help stabilize students, in order for them to continue and be successful achieving their academic goals, within a safe campus environment.

Currently, some examples of classroom related programming that Counsellors offer are: experiential groups (depression, anxiety, mindfulness, student parents); psycho-educational seminars (conflict management, stress management, assertiveness, interpersonal skills; career seminars; culture shock; programming to faculty), mental health first aid training for KPU faculty, staff and students; career seminars, and seminars for international students addressing their specific issues of transition and culture shock, in-class tailored programming to support faculty, and programming to increase campus wellness such as our Take 30 drop-in time for the entire KPU community.

2. INDIVIDUAL LEARNING

- The counselling intervention involves goal-setting with the student, pre-assessment (to determine strengths and limitations and how closely the student comes to reaching goals already), activities to reach desired/stated goal(s) and evaluation to determine outcomes;

- The teaching Counsellors do is comparable to the teaching of faculty in the Career Choices and Life Success: "self-awareness, self-acceptable, self-confidence and personal power" with the outcome that the student "makes the connection between self-knowledge and career and life success" (from KPU website, CCLS page, course description for CCLS 0100 Self-Knowledge: Basis for Success);

- Counsellors do specific interventions with students at academic risk to identify challenges and strengths and build coping skills which enables the student apply this learning in their academic and personal lives and stay engaged in their studies.

Core Educational and Learner Activities

The core goals of counselling psychotherapy – healing, change and growth – are parallel to, if not synonymous with, the core goals of learning and education. Counsellors at KPU are educators and our application of psychotherapeutic theory and practice are grounded in the post-secondary context in general, and KPU's culture and strategic plan more specifically. Our core activities are complex, up to date, based on sound theoretical underpinnings, attuned to the KPU student specifically, and complement classroom teaching.

Our programming is focused on the developmental and mental health needs of KPU students to maximize their potential to benefit from the academic environment and experience. We promote student learning and development that is purposeful and holistic.

We teach students, one-on-one and in groups, to achieve outcomes in the areas of problem-solving, decision-making, critical thinking, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, emotional regulation, healthy behaviours, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, and achievement of personal and educational goals.

We promote campus mental health awareness and wellness by offering mental health first aid training, and regular mindfulness drop-in time to tackle stress, anxiety, and foster compassion for self and others, to all interested KPU students, staff, faculty and administrators.

Academic Partnerships

We teach customized in-class psycho-educational seminars at the request of faculty in many different academic areas. Some of these are Health, Interior Design, Applied Science, Business, Trades, and ELST. Some of the topics include mindfulness, anxiety, coping with moral distress, stress, conflict resolution, personality type and teamwork.

Student Services Partnerships

Counselling services are integrated with other student service areas in order to provide a seamless delivery of support services to meet the needs of the whole student. Some of these partnerships are: working closely with Advisors to respond to Early Alerts and support the faculty and student in the classroom, Student Life and Development, International Student Services, and the Learning Centres. The most recent partnership involves working with KSA to institute a brand new peer support program for the benefit of KPU students.

Liaison with Community Resources

Counsellors work closely with community agencies and professional services to meet the needs of individual students we see. Our role is both proactive (e.g. advisor role on their committees, partnering with professionals for our lecture series, and other post secondary institutions with professional training and sharing of information), and reactive, referring students to specialized resources for specific mental health concerns, some of which are community mental health agencies, professionals, and the police.

Summary

The Counsellors' role and purpose as faculty at KPU is that of furthering the well-being of the entire KPU community through individual counselling, education, training, and support. Our intervention and involvement is intentionally holistic, attending to all the various parts that make up and contribute to campus safety and wellness. Our primary purpose is that of supporting KPU students to achieve their academic, personal and career goals inside and outside the classroom, working with faculty, staff and administrators to support and strengthen the learning environment for the learner.

As professional faculty, we are committed to going one step further and addressing the mental health needs of the whole KPU community, which is paramount in creating a safe and healthy campus community that offers an optimum environment for the KPU student to thrive as a learner.

To this extent, we in Counselling services are committed to supporting and furthering the values encompassed in the KPU Academic Plan vision: values of creating "synergistic community relationships", providing "rich learner experiences and a vibrant campus life", supporting "multiple ways of knowing", creating programs with criteria of "excellence and innovation", promoting "diversity and inclusion", attending to "access and flexibility", and services which aim at "learner engagement and retention at KPU".

The Learning Centres:

Alignment with KPU Academic Plan

At KPU we want our individual students to have the support, the excellence in instruction and the resources they need to achieve their ultimate goals. We strive for excellence. Thus, Learning Excellence for the Learning Centres (LC) is a multi-campus learning support model which incorporates intentional programming and services to meet the needs of diverse learners, both in and out of class. This model provides for individual consultations for students at risk as well as those who want to strengthen their academic abilities, through to consultation with Faculties to embed learning strategies that could be part of the scaffolding of degree programs.

Learning Excellence is a collaborative model comprising faculty Learning Strategists, Instructional Associates, LC Assistants, along with departmental faculty who are assigned or who volunteer to work in the Centres along with Peer Tutors and Peer Coaches. The Learning Centres teams work with students and faculty to identify learning needs within courses and disciplines with a view to developing resources and strategies for students to improve the quality of learning and success within their academic journey. The Learning Centres teams provide leadership, training and mentoring to over 100 student Tutors and Peer Coaches who provide peer support that students find empowering as they grapple with their learning gaps or challenges in courses from time to time.

Online tutoring support is essential for providing access and equity to the majority of students who are often balancing full work and family lives outside the classroom and are not able to access on-campus services. KPU Learning Centres are part of the provincial WriteAway consortium approach to providing online writing support and students are encouraged to use this resource to aid their

writing development. Additionally, through the Learning Centres Peer Assisted Study Sessions (PASS) are organized to assist students with the learning demands of high risk courses.

In Learning Excellence students are at the centre as Learning Strategists are available to develop individualized learning plans, provide learning assessments, and work with the Learning Centres teams to design and deliver workshops using a variety of media, in or out of the classroom environment. As well they consult with faculty and departments regarding student development and classroom learning strategies to improve the quality of learning outcomes for students. This collaboration may well serve to embed learning strategy and knowledge components that enhance and encourage a deep approach to learning and understanding into all courses, so that students are well satisfied that they are developing the essential skills, knowledge and abilities they need to make the most of the opportunities that arise in their lives, now and later.

Constituent Group – Credentials:
3 Learning Strategist – 1 PhD, 1 ABD, 1 MEd

Individual – Teaching Highlights:
Work with students face to face, both individually and in groups on Learning Strategies including:

- Adjusting to Academic Courses
- Managing Time
- Study Skills
- Cognition and Memory techniques
- Questioning
- Communications
- Writing Basics
- Reflection
- Preparing for and Taking Tests and Exams

Provide extensive tutoring and tutor-training programs.

Classroom – Teaching Highlights:
Work with faculty members in all Faculties to provide in-class session on appropriate learning strategies and supports.

Develop and facilitate Learning Sessions and Workshops on various Learning topics for all students and particularly students at risk:

- Academic Boost Camps
- ACE-IT Transition programs for trades and technology students
- Early Alert
- EEC Leaders
- Exam Jam
- It's About You / Step Ahead
- Math for Trades
- Sensational Saturday workshops

- Peer Coaching
- Peer Assisted Study Sessions
- Tutor Training (Levels 1, 2, & 3)
- Writing Tutor Training (Levels 1, 2, & 3)

The Learning Centres faculty work collaboratively with all Faculties to offer sessions to students on topics such as: study and communication skills, scheduling, working in teams, effective feedback, conflict management, creating inclusion, time and project management, learning styles, multiple intelligences, and other topics as requested.

Online – Teaching Highlights:
Coordinate KPU Online Writing Tutoring program

Coordinate WriteAway – Provincial Writing Tutor program

Conduct Tutor Training (Levels 1, 2, & 3)

Conduct Writing Tutor Training (Levels 1, 2, & 3)

Library:

Alignment with KPU Academic Plan
The Library specifically addresses three of the Academic Goals and Strategies as outlined in the Academic Plan 2018. These are: to offer exceptional learning environments attuned to learners; to increase experiential learning opportunities; and to ensure student success and well-being. These are achieved through a diverse range of programming and service delivery models: in-person classroom instruction, one-on-one reference interviews, and virtual reference support. Librarians are also involved in a number of community and outreach initiatives.

1. **Classroom instruction**

    Librarians partner with instructors during regular class time through their library research skills program. In the 2014 academic year, KPU librarians taught 372 classes across all departments and faculties, with over 8,800 students participating. Each research session addresses specific learning outcomes and content as coordinated with instructors, and some may include a graded library assignment forming a portion of the students' final mark.

    KPU librarians have been invited as guest lecturers within credit courses in their specific liaison area. Examples of topics covered are business statistics, introduction to GIS, legal research, citation styles, or data gathering, to name a few.

2. **Individual and online learning**

    Librarians deliver in-person reference services at all four of our campus libraries. In 2014, 19,656 reference questions were asked, with 1600 of these being of an in-depth or complex nature. This service directly supports academic and trades and technology courses being taught at KPU, and well as research for all Faculty.

Librarians are also available to meet with students for individualized, one-on-one appointments to discuss research strategies for specific topics.

The Library has taken a leading role in providing standardized instruction on plagiarism and academic integrity to all KPU students through the development of the online Plagiarism Tutorial.

KPU librarians provide reference services via a provincial online chat service called AskAway. In 2014, KPU students were the third highest users per FTE in BC, asking a total of 2166 questions.

3. **Faculty and Community engagement**

In addition to our discipline specific liaison work with Faculty, KPU librarians regularly offer training sessions to Faculty members on a variety of topics which include, Copyright, Zotero citation software, Moodle, and other library resources that benefit their own research and teaching.

Librarians also deliver presentations to Community members participating in Third Age Learning at Kwantlen (TALK). Examples of presentations include instruction on how to use social media and improving internet search skills.

Most post-secondary institutions charge a fee for community members to borrow library materials. In an effort to facilitate access to our collections, the Library removed the fee from the KPU community borrower card. So any member of the community over 14 years old can obtain a library card without charge. At present we have 202 active community card holders.

We liaise with our public library colleagues on community events. Since 2010 we've hosted annual Lower Mainland and Fraser Valley Reading Link competitions at our KPU Langley campus. As a provincial literacy initiative, Reading Link has grade 4 and 5 students reading, and then having their knowledge tested on, a selection of books at school & district levels which lead to a final grand challenge at the Langley campus. KPU Librarians have also offered research skills classes at Richmond Public Library; and - at teacher request - tours and research sessions are provided to visiting high school classes.

Services for Students with Disabilities:

Alignment with the KPU Academic Plan
The activities of Services for Students with Disabilities align very well with KPU's academic goals, in particular by "…ensur(ing) student success and well-being" (Academic Plan, p. 14). This is done by:

- supporting KPU instructors in their teaching and assessment of students with a variety of disabilities;

- working with students with disabilities to understand the multitude of factors influencing their learning within the university environment;

- supporting students with disabilities as they engage in experiential learning opportunities both on and off KPU campuses;

- working with faculty and students to develop learning outcomes consistent with a high-quality education and accessible by learners with disabilities;

- ensuring that students with disabilities receive appropriate accommodations necessary for them to achieve success in the university setting.

Courses of Instruction
<u>Individual learning</u>

The majority of instruction by SSD faculty occurs on an individual basis. Instruction can occur in a variety of areas. For example:

- Students entering the university are often relatively unaware of the nature and extent of their disabilities, and how their learning difficulties may be manifest in a university setting. This often requires discussion of the characteristics of the disability and an understanding, where possible, of the documentation provided by their specialists.

- Relationships between cognitive processes in various learning activities are addressed with students in individual sessions. The way that integration of sensory, perception, learning and memory processes is organized in each individual student can be reviewed at the discretion of the Learning Specialist and upon request from the student. In addition, students discuss and analyze the ways they could apply this knowledge and how it would transfer into strategies they could use for their studies.

- Students are introduced to psychological processes such as cognition, motivation, emotion and personality and are taught to reflect on the concepts of health and well-being that impact a particular disability. Students are able to analyze their particular situation further and strategize their approach to learning.

- While some students will be familiar with accommodations for their disabilities from previous educational institutions, many have not had to advocate for themselves in accessing and being responsible for their accommodations. Students are taught strategies for advocating for themselves and are encouraged to identify institutional and community supports which would prepare them for active engagement in post-secondary studies. This may involve developing proficiency in the use of adaptive technology and software to effectively access course material and allow for the sharing of knowledge and skills.

- Learning Specialists may teach students to assess individual vocational goals to enhance employability.

- Individual instruction is provided to students in the areas of learning strategies such as effective studying, test taking, note taking, organizational skills, etc. that enhance coping techniques in a post-secondary learning environments.

<u>Lecturing and teaching as core activities</u>

Faculty within Services for Students with Disabilities have been and continue to be involved in:

- Teaching undergraduate and graduate students as invited Lecturers for Psychology and Health related courses.

- Presenting at national and international conferences in the areas of education, psychology and rehabilitation.

- Teaching and consulting with other professionals in the field of disabilities, education and rehabilitation in regards to assessment, evaluation, case management, rehabilitation process and instructional activities for cases with multiple disabilities and high level of complexity.

- Consulting with faculty regarding effective classroom behavioural management and instructional strategies for students with learning, developmental, and mental health disabilities.

- Researching, writing, and publishing in peer-reviewed journals.

Examination/Assessments
- Faculty in SSD regularly analyze the documentation of learning, mental health, physical and other medical conditions provided by a student's specialist. For students who do not have a diagnosis, faculty will administer, score, and interpret current psychometric assessments for the purposes of screening students with suspected learning disabilities and refer accordingly. Clinical interviews are conducted including an examination of a student's current academic skills, academic attitudes, analysis of past educational and medical history, and an examination of implemented interventions. Standardized and non-standardized instruments are used in the screening process.

- Learning specialist faculty routinely conduct individual standardized Essential Learning Outcome assessments to determine appropriate adaptations of curriculum and mode of instruction and learning across disciplines for students with disabilities. In cooperation with instructors, these evaluations are used to recommend adapted and authentic alternative assessment methods for faculty in relationship to particular students with disabilities in their classes.

Appendix B: Current Service Contributions of Faculty Members in Proposed New Faculty

Co-operative Education

Senate-related committees

- S2C2 Senate Committee

Institutional committees

- Strategic Planning

- Foundations of Excellence

- Service Learning Committee

- Attend Academic Program Faculty meetings to support curriculum by sharing industry input and staying up to date on program changes in the programs with Co-op options

- FASD Proposal Committee

- Criminology Advisory Board, IT Advisory Board

- Environmental Protection Technology Diploma Advisory Committee

- Liaison for key students clubs: KHRMT, KMRKT, ASK, SAFE, IEEE

- Coordinated and collaborated with a Criminology Co-op student to have her present on her Co-op experiences at the Sociology/Criminology Conference 2014

- Assist in CSIT program reviews, contributing to course content through industry and student feedback, student focus groups, communication pieces and suggestions for curriculum, assisting with industry events

External committees

Increase Experiential Learning Opportunities: All Faculty actively participate in many professional and community associations. This allows us to intentionally engage with our communities, including employers, boards of trade, and the post-secondary community.

- ACE Regional Association for Co-operative Education

  - o Presented at an ACE (Association for Co-op Education for BC) PD event on using Moodle and forums to engage students in experiential learning.
  - o Serve on ACE Board and PD Committees for Co-op Associations
  - o Coordinated and planned the ACE Employer Panel PD Event, hosting it for all BC post-secondary ACE member intuitions in 2010 at the Richmond Campus.
  - o Facilitated "Engaging academic affairs" presentation at PD session, 05/2014

- CAFCE National Canadian Association for Co-operative Education
- Surrey, Richmond and Langley Boards of Trade
- HRMA Human Resources Management Association
    - Leanne Mackenzie has participated in the HRMA Conference and Round Tables by attending through ACE and KPU School of Business
    - Actively involved in HRMA LinkedIn Groups
- CPA Annual Conference
- Various events related to the Criminology field, meet employers for job development in this new area of Co-op for KPU. Create opportunities for students to attend with her at several events on relevant topics.
- Attend Accounting Industry recruitment and ASK accounting industry events to build employer relationships.
- Attends employer events on and off campus to increase the presence of the HR program and meet employers for job development.
- Presented at WCCCE Conference hosted by CSIT on Labour Market for IT; recruited sponsors and presenters. Assisting with upcoming IEEE event, with possible employer speaker.
- Board Director and Committee Chair, Board Development, Vantage Point (formerly known as Volunteer Vancouver).
- Committee Member, Academic Research, Canadian Education and Research Institute for Counselling (CERIC).
- Founder of OCDbc and member the Kelty Mental Health Foundation. Both not for profits actively work to decrease the mental illness stigma and increase support for young adults who suffer.
- Maintain connections with our KPU Co-op Education Alumni
- Student presentation at 2014 Crim/Soc Conference on Co-op Experiences –Khairunnisa Ali collaborate with an exemplary Criminology student
- Nomination for the ACE BC Co-op student of the Year-written by Khairunnisa Ali, Puneet Rangi (student) and Employer.

Counselling

Senate-related committees

- Senate Standing Committee on Curriculum
- Senate Standing Committee on Policy Review
- President's Diversity and Equity Committee

Institutional committees

- Aboriginal Committee

- Behaviour Intervention Team

- Career Advising Task Force

- Chair and Coordinators Committee

- Disability Management Resource Committee

- Faculty PD Committee

- Education Leave Committee

- Faculty of Academic Support and Development (FASD) Proposal Committee

External committees

- BC Post Secondary Counsellors Association (BCPSCA)

The Learning Centres

Senate-related committees

- Senate Standing Committee on the University Budget

Institutional committees

- Occupational Health and Safety Committee as per legislation and WorkSafeBC

- Curriculum Committee for Trades and Technology

- 0.6% Faculty PD Fund

- Student Leadership Certificate Steering Committee

- FASD Proposal Committee

External committees

- Trades Transition Partnership (School District Partnership)

- Community Adult Literacy Program (Community Partnership)

Library

Senate-related committees

- Senate Standing Committee on the Curriculum

    o Sub Committee on Course Curriculum

- Senate Standing Committee on the Library

- Senate Standing Committee on Program Review

- Senate Standing Committee on the University Budget

- Senate Standing Committee on Academic Planning and Priorities

- Senate Standing Committee on Educational Technology

    - Sub Committee on Moodle

Institutional committees

- Chairs and Coordinators Committee

- KPU Open House Planning Committee

- Langley Science Rendezvous Planning Committee

- Education Leave Committee

- Learning Commons Partners Committee

- Library and Coop PD Committee

- Kwantlen Records Management Working Group

- Internal Grants Review Panel

- Trades Faculty Council

- KPU Tech Events Committee

- FASD Proposal Committee

External committees

- COPPUL Consortium of Library Electronic Data Services (ACCOLEDS)

- BC Cataloguing and Technical Services (BCCATS)

- BC Library Association (BCLA) Board of Directors

- Business Librarians of BC (BUSLIB-BC)

Services for Students with Disabilities

Senate-related committees

- Faculty of Academic Support and Development proposal committee

Institutional committees

- Adaptive Ed Tech committee

- Physical accessibility committee

- Behavioural Intervention Team

External committees

- Disability Services Articulation committee

Appendix C: Summary of Student Support and Development

Constituent Groups Credentials	Individual Teaching and Assessment Highlights	Small Group Teaching and Assessment Highlights	Classroom Teaching and Assessment Highlights	Online Teaching and Assessment Highlights
Cooperative Education 7 Faculty 4 – Masters 1-PhD candidate Some Faculty have ISW and/or Provincial Instructor Diploma	Competency based learning methods with 8 core assessed competencies for students on work terms. Work with students individually to teach employment skills and professional readiness. Support students with office hours when teaching COOP 1101.	Develop and teach curriculum to include group projects and presentations. Facilitate forum discussions on work term courses.	Co-op courses are credit and tuition based and a combination of online and in person/lecture based instruction. COOP 1101 is offered in the classroom and supported by a Moodle course website and course manual. Assessment includes key employability skills and ability to represent KPU as an ambassador to our business partners.	4 Co-op work term online courses are credit and tuition based. The online Moodle course consists of forums, assignments and reflective learning focused on the 8 core competencies. A site visit is also conducted and Employer Assessment is completed.
Counselling 10 Counsellors – All Master's Degrees 3 PhD	Assessment and facilitation of individual student's personal development and mental health	Develop and facilitate seminars on personal development and mental health topics	Co-teach with various faculty and specific programs (Health, ELST, Trades, Interior Design, Business), and teach on specific topics (personality type and teamwork, conflict resolution, anxiety, mindfulness, mental health first aid)	Supporting faculty, staff and students via email and counselling website
Learning Centres 3 Learning Strategists 1 PhD 1 PhD ABD 1 MEd	Work with students face to face, both individually and in groups on Learning Strategies Provide extensive tutoring and tutor-training programs.	Develop and facilitate Learning Sessions on various Learning topics for all students and particularly students at risk, both one on one, special workshops, and in class sessions by request of instructors.	Work with faculty members in all Faculties to provide in-class sessions on appropriate Learning Strategies. Develop and facilitate Learning Sessions on various Learning topics for all students and particularly students at risk.	Online KPU Writing Tutoring Member of WriteAway provincial consortium Online tutor training through Moodle.
Library	Librarians staffing the	Students working	Librarians teach library	Librarians offer

22 Professional Librarians + University Librarian – All have Master's Degrees from Library Schools accredited by the American Library Association. Several Librarians have Provincial Instructor's Diplomas. 1 PhD 1 MA	Information Desks at each campus library provide one-to-one instruction on library resources, research strategy, and citation skills to: -Students, Faculty, Staff -Alumni -Community Borrowers [including local high school students] -The general public Informal individual assessment	collaboratively on group projects regularly consult with librarians about their research needs, and librarians teach library research skills to these student groups. Informal individual assessment	research skills to classes of students, either in the library teaching labs or in classrooms. Librarians create and mark assignments, which make up part of the student's course grade. Liaison librarians co-teach with instructors from other Faculties. Librarians teach PD sessions to faculty and staff.	ASK AWAY Live Chat Reference Service to students and faculty at Kwantlen, as well as to other post-secondary institutions in BC. Librarians create in-depth, web-based subject guides which provide research help and documentation customized to specific programs and in some cases, individual courses Kwantlen Library has a separate email reference service for Kwantlen faculty, staff and students. Informal individual assessment of online services
Services for Students with Disabilities 2 Faculty - PhD Degrees 1 Faculty Contract List with MA	Individual student and faculty Instruction in compensatory learning strategies, adaptive learning technologies and assessment outcomes. Conduct clinical interviews of students.	Teach faculty across disciplines how to teach students with different learning and complex disabilities. Analyze instructor assessment tools and recommend adaptations of curriculum delivery for teaching outcomes for a variety of disabilities	Assess essential learning outcomes of courses and design adaptive instruction methods for faculty teaching learning disabled and other students with complex technical/multi-media learning requirements in all learning programs.	Routinely screen students with standardized learning disability assessments to develop appropriate learning assessment and accommodations for courses; adapt material for student access to accomplish essential learning outcomes in an on-line environment, including multi-mode teaching and multi-media access. Analyze curriculum

Agenda Item:	*Research Plan*

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

Recommended Resolution:	**THAT the Board of Governors, with the endorsement of Senate, endorse the Research Plan.**

Board Committee Report:	*The Board Governance Committee reviewed and endorsed the Research Plan at its May 13, 2015 meeting.*
Key Messages: *[maximum of three]*	1. **The updated Research Plan aligns fully with the Academic Plan and Vision 2018.** 2. **The plan illustrates how experiential learning can be integrated with research and scholarship to promote and support a culture of discovery and innovation within and across KPU.** 3. **A concept is presented to demonstrate how research and scholarship is being translated into action with industry, community and government parties.**
Context & Background:	The newly appointed Associated Vice President Research was directed to bring forward an updated research plan for the university. This is one component of the integrated planning strategy that the university has adopted to ensure effective alignment of institutional and programmatic priorities, and as a strategic foundation for an applied focus for experiential learning and research across the Faculties.
Resource Requirements:	As a service unit of the university, the Office of Research (ORS) has a mandate to showcase and promote KPU's talented faculty and students, and to support efforts to enhance the university's reputation, increase enrolments, and attract and retain employees of the highest caliber. The ORS is a catalyst for building capacity within the university by supporting faculty in securing research grants and contracts, building partnerships and identifying external funding opportunities, and supporting researchers and scholars in building research agendas.
Implications / Risks:	The Office of Research and Scholarship has embarked on the development of a Risk Registry with KPU's risk management team.
Consultations:	Extensive internal and external consultation has been undertaken since April 1, 2014 in the preparation and editing of the research plan. Community, industry, and government partners have provided input, Faculties have been consulted,

and drafts of the plan have been discussed at various governance bodies including an endorsement from Senate Standing Committee on Academic Planning and Priorities, and Senate.

Attachments: Research Plan

Submitted by: *Arthur Fallick, AVP Research*

Date submitted: *May 28, 2015*

KPU

RESEARCH PLAN

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KPU

Kwantlen Polytechnic University's (KPU) Research Plan is a bold new adventure that brings together applied research, experiential learning, and socio-economic innovation as central elements of KPU's mandate. The Research Plan integrates our core elements of teaching and scholarship with industry-supported applied research, innovative design and creative community partnerships. As a vibrant community of faculty, scholars, learners, and researchers we seek through this Research Plan to exercise the research-focused element of our mandate.

The Research Plan proposes four areas of concentration: Design Thinking, Sustainability Thinking, Clean Technology, and Healthy Communities. These themes respond to some of the most compelling issues of our time and signal a clear commitment by KPU to seek solutions through focused collaboration. The four areas propose innovative economic and social ventures that are action oriented and designed to catalyze new thinking, and new ways to solve problems by creating sustainable solutions. They support a series of strategies that link KPU to a range of industry and community partners in ways that provide further opportunities that support enriched learning experiences for KPU students.

KPU's community of faculty, scholars, learners and researchers is committed to working with our regional, provincial, and national governments and with industry partners to promote discovery, to cultivate innovation and to mobilize and share knowledge for the benefit of our collective communities.

KPU's Research Plan aligns with the strategic goals outlined in VISION 2018 Strategic Plan and Academic Plan 2018, and in doing so will direct our collective energies towards the fulfillment of our remarkable potential.

Salvador Ferreras, Ph.D.

Provost & Vice President, Academic
Kwantlen Polytechnic University

Promoting and Supporting a Culture of Discovery and Innovation

Since its formation in 2003, the Office of Research and Scholarship (ORS) has supported a broad range of research, scholarship, and creative artistry as an integral part of KPU's culture of teaching and learning, community engagement, and social innovation. The ORS has also advanced economic opportunities in the region through the promotion of industry-engaged applied research partnerships. These commitments remain core elements of this research plan, supporting a series of linked strategies through which experiential learning (teaching and learning) and discovery and innovation (research and scholarship) can come together in applied ways that are relevant to KPU's diverse communities of interest.

The focus of the Research Plan is on enhancing support to research-active faculty and students, and finding ways to build infrastructure and expand institutional capacity. This focus recognizes and encourages both curiosity-driven research by individual scholars as well as applied research centred around institute and thematic clusters.

As a regional polytechnic university driven by teaching and learning, KPU is inspired by solving problems through research and engagement with communities of interest south of the Fraser River and beyond. The university is paying close attention to priorities being set by the rapidly growing municipalities in the region, emergent labour market demands, and the challenge of creating communities that are healthy, safe, prosperous, and sustainable. Our program priorities are intended to increase post-secondary participation, credential attainment, and career preparation and advancement to support economic and social development in our region. Our graduates have the skills, knowledge and attributes needed for success in a 21st century economy.

KPU's VISION 2018 Strategic Plan, identifies *Quality, Relevance and Reputation* as the institution-wide goals that inform how research and scholarly activity will shape the characteristics of our polytechnic university mandate. Positioning this Research Plan where research and scholarship intersects with teaching and learning ensures alignment with the core institutional priorities of VISION 2018 Strategic Plan. Linking experiential learning with discovery and innovation, in practical and relevant ways, supports the strategic goals of the Academic Plan 2018:

1. To offer exceptional learning environments attuned to learners

2. To increase experiential learning opportunities

3. To define learning outcomes and methods demonstrating student capability

4. To ensure student success and well-being

KPU has always had a core of research-engaged scholars, reflecting strong community engagement in departments such as Psychology, Criminology and Sociology in the Faculty of Arts, as well as in the Faculties of Academic and Career Advancement, Health, Science and Horticulture, Trades and Technology, and in the Schools of Business and Design. A positive by-product of being a multi-campus institution is the opportunity to offer program concentrations with experiential learning tailored to the strengths and interests of the communities we serve, and connects faculty and students directly with economic and cultural leadership. The university's reputation as an active and committed community partner encompasses both curiosity-driven scholarship and applied research initiatives, and is celebrated through recognition by the Leading Edge Endowment Fund (LEEF), Canada Research Chair Program, and Royal Society of Canada recognition (***kpu.ca/research***).

This Research Plan identifies four strategic directions that align with VISION 2018 Strategic Plan and the Academic Plan 2018, and connects key communities of interest with KPU scholars and students:

1. Build intellectual and resource capacity around a mosaic of themes that transcend traditional faculty, departmental, and disciplinary boundaries.

2. Align with the strategic and academic priorities of the institution, and define a research culture that is responsive to our communities of interest.

3. Support the cornerstones of VISION 2018 Strategic Plan and the Academic Plan 2018 by promoting a culture of academic scholarship at KPU that aligns experiential learning with discovery and innovation.

4. Develop and support strategic partnerships that enable research clusters to collaborate with industry and community groups in developing innovative inter-disciplinary approaches to problem solving and community building in our region and beyond.
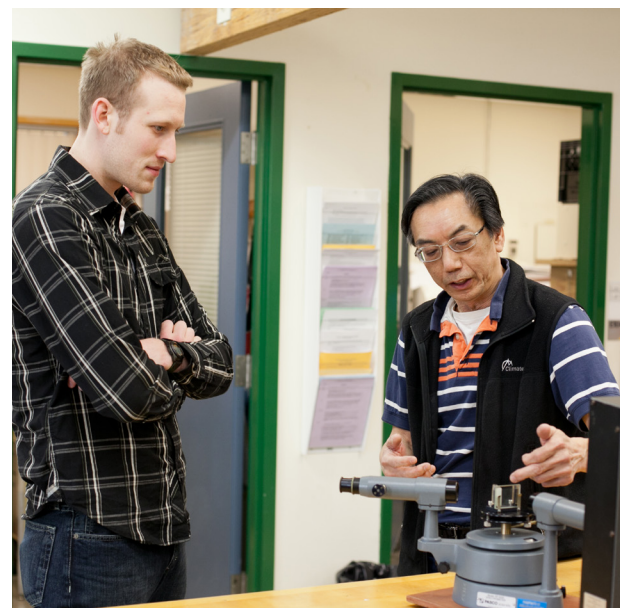
Across KPU, program concentrations and research clusters are being built to explore how innovations in technology and design can contribute to solving complex human problems. Areas of focus include sustainability thinking, design thinking, clean technology, and building healthy communities – the last two areas are in response to overtures from industry and community partners in the region. The program focus is both disciplinary and inter-disciplinary (including Sustainable Agriculture and Horticulture, Environmental Protection Technology, Urban Ecology, and Public Policy). The research clusters share common organizational characteristics: they have faculty champions and mentors, participation is open to current students and alumni, and there is representation from a broad range of community and industry partners. While most of these initiatives involve one or more aspects of teaching and learning, research and scholarship, and community engagement, they tend to operate without much overlap. This Research Plan calls for a more structured approach to transforming research and scholarship into action by integrating experiential learning directly with discovery and innovation.

The applied research focus is a response to the economic diversification that is shaping the KPU region, fuelled by advanced manufacturing, clean energy and related high tech industries, agri-foods and horticulture, health, FIRE (finance, insurance, and real estate), industries related to liquefied natural gas (LNG), hospitality services, and value chain support for the mining/resource extraction sectors. Engaging with these economic sectors will allow KPU to build and strengthen industry and community partners and be responsive to the factors influencing economic growth, while providing students and faculty with opportunities for experiential learning and applied research in real-world contexts.

The following diagram has been designed to highlight:

- Four major sectors of research and knowledge development (the inner quadrants)
- How research will be conducted (the darker grey segments around the outside)

The lighter grey segments around the outside of the diagram can be interpreted in two different ways.

1. From the perspective of faculty/mentors, they highlight the learning outcomes that emerge from the intersection of experiential learning and discovery/innovation with industry or community partners in real-world settings.

2. For students, they highlight the skills and outcomes that develop when engaging in applied research, which they will take with them as they enter the work force.

The diagram also identifies two areas of focus that advance this Research Plan beyond previous objectives:

- A vision for research and scholarship at KPU that is fully aligned with the core teaching and learning priorities of the institution;
- A commitment to using knowledge mobilization and knowledge transfer to promote KPU's contributions to social innovation and transformation.

Taken together, the diagram and the descriptions that follow illustrate how research and scholarship contributes to the full realization of KPU's vision for teaching, learning, discovery and scholarship. While much is being done, there is considerably more to explore.

BUILDING KPU THROUGH APPLIED RESEARCH

Discovery & Innovation

Experiential Learning

Knowledge Mobilization & Transfer

DESIGN THINKING

SUSTAINABILITY THINKING

Creative Thinking

Research Skills

CLEAN TECHNOLOGY

HEALTHY COMMUNITIES

Critical Thinking

Effective Communication
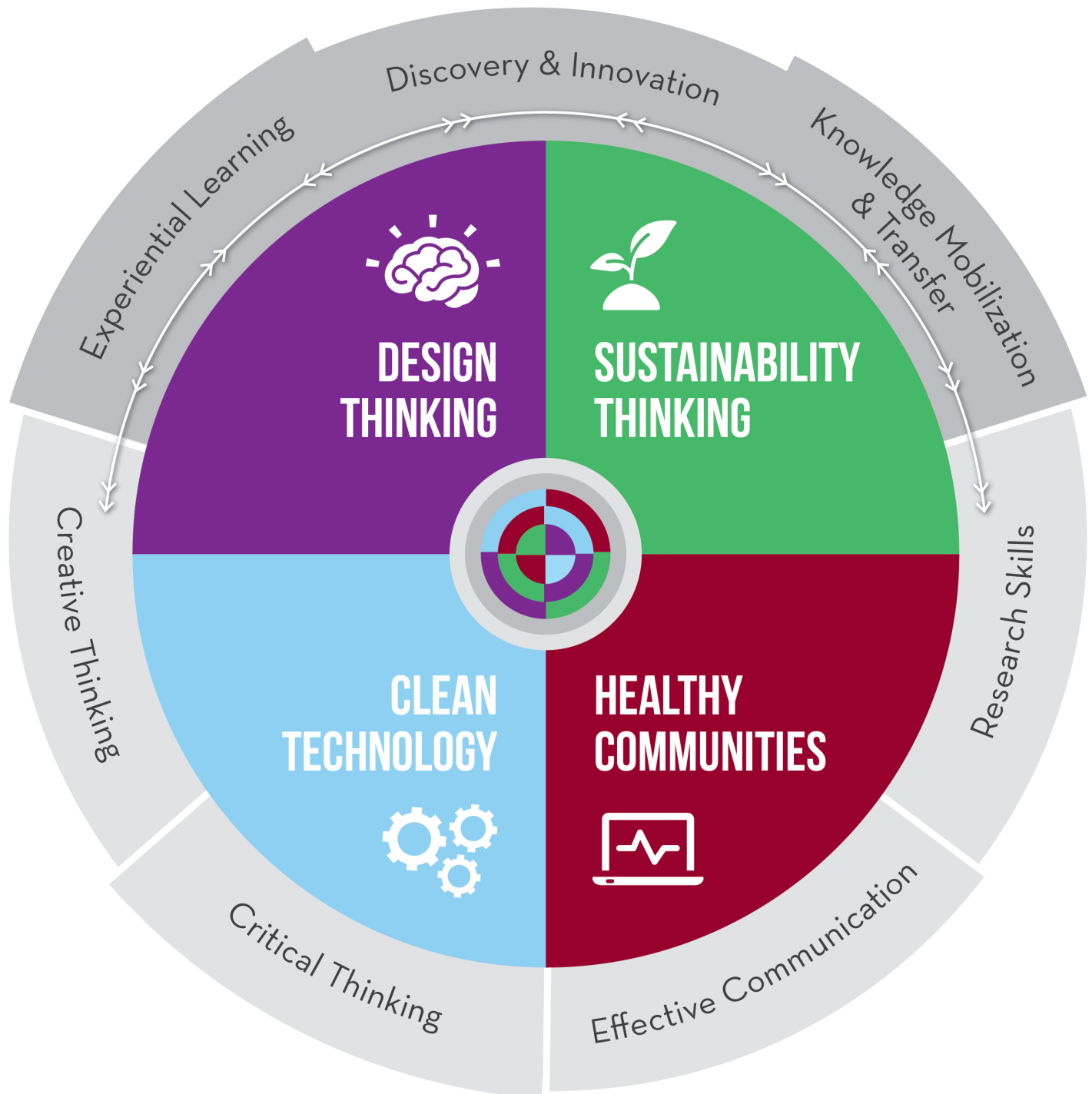
Translating Research and Scholarship into Action

The Office of Reseach and Scholarship (ORS) is working with the Deans, Faculties and senior leadership to advance opportunities for promoting applied research with key industry and community partners, and incorporate experiential learning beyond the classroom. The overarching aim is to bring together the players, actions, and mechanisms needed to connect discovery and innovation with economic and social development. In response to external interest, KPU is working closely with industry and business to promote actions, events, and projects that will make the culture of research and scholarship more dynamic, and in the process, enhance the university's presence in the community.

Exciting opportunities are emerging through which KPU students will gain access to industry leaders in real-world contexts. This type of experiential learning will immerse students in new environments allowing them to develop key skills required to understand and contribute to designing solutions to complex problems. Acquiring knowledge and skills thus becomes both an input to their learning experience and an outcome of the learning process. As the following sections reveal, the industry partners will be able to engage with and mentor the next generation of the workforce and potential industry leaders.

Sustainability Thinking

KPU is emerging as a leader in British Columbia in promoting a range of sustainability initiatives in agriculture, horticulture, food systems, environmental protection technology, and public policies aimed at reducing unsustainable practices. In 2012 for example, the Faculty of Science and Horticulture launched a unique degree in sustainable agriculture adding to the growing suite of long-standing programs offered by the School of Horticulture.

KPU's focus on sustainability thinking involves interaction with, and is relevant to, municipalities, school districts, community NGOs, local small and medium-sized enterprises (SMEs), and the public at large. The university has two well established applied research clusters - The Institute for Sustainable Horticulture (*ISH*) and the Institute for Sustainable Food Systems (*ISFS*) – that are making ground-breaking contributions

to our understanding of how to advance sustainable agriculture and food systems in BC and beyond. An additional research institute focusing on Wetlands Systems (*IWS*) is being proposed, and several program areas in the Faculties of Arts, Business, the Chip and Shannon Wilson School of Design, Health, Trades and Technology, and in Academic and Career Advancement have perspectives on sustainability embedded in their courses and reflected in the interest of faculty and students. Additionally, the highly regarded Environmental Protection Technology (*EPT*) program has been graduating students for several years into various "green" sectors of the economy.

Communities of interest who interact with faculty and students around issues of sustainability have access to a considerable and growing concentration of intellectual expertise and research capability. Through these interactions,

students are gaining valuable real-world experience and potential pathways to careers during and after their KPU program. This strategic relationship between the academy and the community is significantly reinforced through these opportunities for authentic co-creative collaboration.

As part of its long-term vision for an effective contribution of research and scholarship to the mandate of the university, the ORS will act as a catalyst for bringing together the various players who are developing courses, programs, research, scholarship and community-engagement initiatives on sustainability. The aim is to explore commonalities and distinctive characteristics when approaching issues and themes embedded in the concept of sustainability, and to articulate principles and concepts that define "sustainable thinking" at KPU.

Design Thinking

KPU has an established reputation for scholarly contributions to the social and cultural fabric of our communities through creative, fine and performing arts. Faculty, students, staff, and administrators on each of the campuses are regularly showcased and recognized for their artistic expression and contributions to their field of inquiry. The Chip and Shannon Wilson School of Design is committed to educating design leaders who can ethically transform diverse ideas, produce technology for innovation, and engage with design communities locally and globally. Scholars and creative artists within the Faculty of Arts (Fine Arts, Music, Creative Writing, Journalism, and Interdisciplinary Expressive Arts) and among other Faculties are being recognized well beyond KPU for their work and dedicated contributions to the community.

What might be broadly described as *The Design Challenge* is being addressed at KPU in several disciplines and from a number of interdisciplinary perspectives. It is reflected to varying degrees in the courses and programs on campus, as well as through the experiential learning and applied research projects occurring in the community. It encompasses a variety of methodologies and allows for the acquisition of a range of critical and creative skills.

The Research Plan broadens the conventional definition of design thinking to accommodate perspectives that are being developed at KPU where the goal is learning to design and the focus is placed on the value of the design process and skill development rather than just on an end product. In an age where information is readily available but quickly becomes obsolete, design education at KPU encompasses processes that allow for analyzing and synthesizing information in innovative and creative ways to empower life-changing ideas. This new approach will encourage and support designers to seek solutions to complex human problems through a blend of theory and praxis that enables them to explore how technology and innovation can be used to challenge the limitations of current reality, and make new realities possible.

A growing number of potential industry and institutional partners are approaching KPU with requests to collaborate on initiatives that require innovative design solutions. The ORS is working with interested parties to identify how spaces on and off campus can become catalysts to support experiential learning for students, and applied research for faculty with industry or community partners.

At KPU, Design holds a unique position. Its intrinsic characteristic (design thinking) has the potential to move us beyond the realm of physical objects. It provides a way of thinking and methodologies for understanding problems and investigating solutions in different ways. This is made possible through adequate access and administration of knowledge, and an enabling context. The Chip and Shannon Wilson School of Design's proposed *+Design, Centre for Creative Innovation (+D)* provides such a context (working title).

+D is an extension of the exciting changes being made to make the Chip and Shannon Wilson School of Design one of the top Design schools in the world by 2024. A centre of excellence for innovation, applied research, and product development, *+D*'s infrastructure, space, and place will provide faculty, students, and industry the opportunity to engage in the process of disruptive design thinking, creative exploration, idea transformation, strategic discovery, interdisciplinary co-investigation, and transformative enterprise, all of which are generally found outside of educational programming. This new reciprocal and reflexive relationship with educational programming will ensure that students, faculty, and industry engage in activities that extend foundational learning beyond the classroom and studio. It will provide the freedom to innovate.

+D will be a powerful learning enhancement tool and an incubator for discovery and innovation projects that align market needs with KPU knowledge and expertise. Through collaboration, mentoring and partnerships with industry and end users, students will gain exposure to real-world design challenges in both virtual and physical spaces with supporting technical infrastructure and become effective humanistic designers whose experiences of *learning to design* will yield projects and products with deeper and broader positive sustainability impacts. It will also enhance opportunities for collaboration with other Faculties and program areas.

Healthy Communities

Rapid population expansion and a concomitant growth in critical health care needs in British Columbia have created a pressing demand to bring together medical technologies, independent living technologies, and digital health technologies - with business and market expertise, clinical product development, and patient outcome solutions - to improve the health of individuals, and to build and sustain healthy communities across the region. A significant investment in research and development is being undertaken to understand and deploy health technology and to train more people in its use. This research will be a collaborative process involving multiple areas of expertise from the health sector, post-secondary institutions, and the private sector.

The City of Surrey has embarked on an ambitious strategic initiative - Innovation Boulevard - a health-technology oriented research and business corridor that will bring together leading health science practitioners, health service providers, and more than 180 health organizations in one square kilometre of Surrey City Centre. This new initiative will create a world-class hub to enhance patient care and boost economic growth. Health Tech Connex (HTC), a new building directly across from Surrey Memorial Hospital on Innovation Boulevard, will bring together hospital, health care development, and key business services to quickly and effectively produce health technology solutions and products for market (e.g. medical technology and digital health accelerators) and integrate them into Surrey Memorial Hospital's suite of health and community care services.

KPU, will join a network of health insitutions, universities (UBC, SFU, and BCIT), and companies in HTC in 2015. Involvement in HTC will raise the university's profile in the community and provide access by researchers, students, and alumni to a range of research opportunities around the theme of building healthy communities. Exposure to real-world collaborations where health, academic, industry, technology, and community-living experts creating innovative design solutions is a unique opportunity for KPU faculty and students. Currently, KPU has some expertise in the health and life sciences areas, but the HTC space will give the university an opportunity to expand faculty and student access to hospital-embedded medical technologies, as well as technical and business expertise that can help commercialize research and development. The expansion of experiential learning and applied research opportunities at HTC will reinforce our polytechnic university mandate and strengthen KPU's presence in the health sector in the region.

HTC aligns with KPU's strategic, academic, and research goals by cultivating a supportive, collaborative, and exceptional learning environment that blends together relevant community engagement and academic expertise in order to explore concepts in community health, design thinking, and business concepts/skills. Innovation Boulevard represents a unique opportunity for KPU to blend theory and practice, integrate teaching and learning with research and scholarship, and build institutional capacity for faculty champions and highly motivated students in the Health Sciences, Design, Business, and Arts. The thematic focus of HTC will allow KPU to draw faculty and students from across disciplinary boundaries into a systematic, structured, and cumulative approach where experiential learning opportunities can be integrated with applied research opportunities to producing significant contributions to building healthy communities in southwest BC.

Clean Technology

Clean technology is an emerging and dynamic sector of the British Columbia economy that is thriving, particularly in the areas of energy supply and storage, energy infrastructure and green building design, and energy efficient technologies. In 2011, BC's clean technology sector contributed over $15 billion to the provincial GDP, employing 123,350 full-time equivalent workers.

Clean technology describes products and services that improve process efficiencies, optimize material resources and energy efficiency, reduce environmental pollution, and minimize waste. Research and development in this sector brings together innovations in science and technology with business acumen to address resource challenges, improve environmental conditions, and mitigate the impact of climate change. It typically explores one or more of the following areas:

- **Clean Energy**
- **Clean Water and Air Quality**
- **Clean Transportation**
- **Waste Management and Recycling**
- **Green Buildings**

The City of Surrey accounts for approximately 10% of BC's Cleantech sector, with approximately 40 companies located around the Surrey Fraser Docks, and in industrial zones close to the US border. The region's natural competitive advantage for clean technology companies includes: its strategic location, low cost of business operations, a growing talent pool, and access to a robust supply chain, including business and academic networks.

Significant opportunities exist to expand BC's capabilities to develop clean technologies designed for water, air, and waste innovation. Water quality, waste management, and emissions reductions are fundamental industry needs that are currently underserviced and have significant research and development potential.

KPU has a unique opportunity to position itself as Western Canada's top polytechnic institution with a focus on innovation in environmentally friendly practices and technologies associated with Canada's resource industry. KPU is making a significant contribution to the focus on job creation in sectors such as clean technology, health technology, and sustainability, which have been identified by the BC Government. The university can leverage opportunities in the Cleantech sector based on existing and emerging programs that provide students with critical thinking and problem solving skill sets. KPU has the opportunity to take existing program offerings beyond the campus in order to create interdisciplinary learning and research opportunities for students, while preparing graduates for opportunities to work in SMEs in the Cleantech sector locally and regionally. Significant knowledge and research gaps exist in our understanding of how innovations in technology can be used to enhance clean air, clean water, and improve waste management strategies. KPU can substantially strengthen and broaden its program and research focus in these areas.

A partnership established between KPU, the City of Surrey, and Foresight Cleantech Accelerator Centre in 2014 will help build clean technology innovation in BC and beyond. Foresight is a provincially funded, not-for-profit, structured venture acceleration program designed to help early stage Cleantech companies with guidance, networks, and experience. To date, BC Venture Acceleration programs, like Foresight, have created 850 jobs and generated $23.6 million in revenue.

The partnership between KPU, Foresight, and the City of Surrey will create opportunities for faculty and students to work directly with BC's top clean technology innovators and business executives and will help accelerate KPU's ability to advance its objectives of:

1. Continuously improving the quality of teaching and research at KPU;

2. Increasing KPU's institutional reputation locally, and internationally; and

3. Becoming a locally connected and globally relevant institution.

KPU has direct access to Foresight's clean technology incubation space near KPU Surrey. Through this partnership, faculty and students will be able to connect easily and quickly with industry leaders in this high growth sector. Alignment

of relevant KPU courses and programs (e.g. initially in business, design, and science and horticulture) to Foresight's *Challenge Dialogue* will expose students to a range of industries and experiences before graduation, and potentially to employment.

Collaborations developed through this partnership will help KPU Faculties to align learning outcomes with skill sets being sought by industry and will generate and sustain an exchange process that involves both physical and intellectual capacity building. Current industries will have access to the next generation of employees, and through mentorship and funding opportunities, can support research and graduate studies for the next generation of industry leaders.

Working in the clean technology sector requires global systems thinkers who understand the complex relationships between the environment, economy, and people. Critical understanding (creative/critical/effective communication skills) and real-world immersion (spaces/praxis/experiential learning) will be augmented through interaction with current and ex-C-suite executives. Educators will be connected to communities of professionals where they can test new pedagogies and develop applied research agendas. Students will have direct access to innovators (industry and faculty) who are tackling global issues, and they can build and use their skills to explore next generation solutions. As this sector matures in the region, KPU with its partners will become a champion for innovation in clean technology, and a leader in Western Canada in advancing sustainable technologies and practices for Canada's resource sector.

Knowledge Mobilization and Knowledge Transfer

There is a growing trend among academic institutions to incorporate knowledge mobilization strategies (KMb) into their applied research and community engagement. This includes creating compelling narratives that describe the diverse range of research and scholarship that universities are doing with community and industry partners.

The focus of KMb is on the transformative impact of collaborations between non-commercial research and expertise in the public, private and not-for-profit sectors. The work is often inter-disciplinary, technology-enabled, involves breaking new ground, and is heavily relationship based.

Knowledge Transfer (KT) allows for the results of these collaborations to be broadly exchanged and disseminated in the community as well as being a key source of input for the university to update and enhance teaching and learning.

This research plan proposes the creation of a robust and comprehensive knowledge mobilization strategy for KPU that is multidisciplinary and multi-sectorial, which builds a mosaic of inter-connected themes that transcend traditional faculty, departmental, and disciplinary boundaries. Elevating the profile of research and scholarship through KMb and KT

strategies will help to advance the university's profile with government, industry, and community partners. It supports students by exposing them to real-world contexts to enhance their learning and provides real time opportunities for current and future employment.

KPU employs a variety of academic and social media outlets to showcase the curiosity-driven and applied research findings that form a major part of the university's KMb and KT strategies in the design, sustainability, healthy communities and social innovation fields. Over the past year, considerable effort has gone into building partnerships within British Columbia by strengthening KPU's role in the BC Applied Research and Innovation Network (BCARIN), and across Canada through membership in ResearchImpact (a consortium of 14 universities committed to maximizing the impact of academic research for the public good and in support of global communities), as well as an on-going commitment to Colleges and Institutes Canada (formerly ACCC). The ORS is building profiles to highlight the KPU scholars and students, and broadly disseminating their work through our consortia partners.

At the Confluence of Teaching and Learning and Research and Scholarship

KPU is committed to celebrate and showcase talented faculty and students, and to support efforts to enhance the university's reputation, increase enrolments, and attract and retain employees of the highest calibre. We are using new and well-established networks to promote partnerships between KPU scholars and external communities of interest. Within the university, we are looking to expand and improve strategies to encourage collaboration among faculty, and between faculty and students.

The ORS recognizes and supports research on the scholarship of teaching and learning as a legitimate and credible focus of scholarly activity within KPU.

Our vision for an effective and engaged ORS rests on several cumulative propositions:

- Research and scholarship is critical to KPU's credibility as a legitimate university.

- KPU is unequivocally committed to upholding the principle of academic freedom, and to celebrate the results of this kind of investment in our research and scholarship.

- The optimum role of the ORS is to support, promote, and showcase KPU's faculty and students in the pursuit of research, scholarship, and creative artistry.

- While specifics of the university's research endeavor are best determined and implemented through discussion among the community of scholars, the ORS has a strategic role to play in shaping answers to the question: *What is distinctive about KPU's contributions to solving complex human problems?*

ORS has refreshed its core mandate. The result is a renewed atmosphere of optimism and collegiality. We have a commitment to achieving positive results and making an impact, through our collaboration with faculty and students. As a service unit of the university, the ORS is well positioned to showcase the talent of the researchers and scholars, as well as to support their efforts to produce creative work at the intersection of teaching and learning and discovery and innovation. The ORS is a place that encourages, facilitates and supports creativity and action; it is set up to be a catalyst for dialogues, strategic planning and collegial exchange around contemporary issues and research questions. We aspire to be acknowledged as a collaborative hub, portal and network.

Considerable work remains to be done to realize this ambitious Research Plan. We need greater success in securing research funding. Specific issues relating to workload and governance are high priority (policies on intellectual property and commercialization, and on establishing and discontinuing research institutes are in progress). Details on how the Research Plan will intersect with the updated internationalization, teaching and learning, and strategic enrolment management plans have yet to be finalized, and important connections to KPU's strategies for enhancing aboriginal education will be established in this academic year. Discussions are proposed with the key players on the merits of bringing the research institutes into the ORS as a capacity building strategy and a catalyst for peer support and mentoring.

The plan going forward is to share ideas and discoveries, immerse in creative and critical thinking on a range of society's complex issues, and make a difference.

KPU Langley
20901 Langley Bypass, Langley

KPU Richmond
8771 Lansdowne Road, Richmond

KPU Surrey
12666 72 Avenue, Surrey

KPU Tech
5500 180 Street, Cloverdale

kpu.ca

Agenda Item:	**Internationalization Plan**

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

Recommended Resolution:	**THAT the Board of Governors, with the endorsement of Senate, endorse the Internationalization Plan.**

Board Committee Report: *The Board Governance Committee reviewed and endorsed the Internationalization Plan at its May 13, 2015 meeting.*

Key Messages:
[maximum of three]

1. **Establishes a comprehensive approach to internationalization at KPU.**
2. **Lays down the foundation for a global competency program of benefit to the whole KPU community.**
3. **Launches the realization of the fundamental strategies of Academic Plan 2018.**

Consultations: *Endorsed by the Senate Standing Committee on Academic Planning & Priorities and Senate.*

Attachments: Internationalization Plan

Submitted by: *Dr. Sal Ferreras, Provost & Vice President, Academic*

Date submitted: *May 28, 2015*

Message from AVP International

At its core, *KPU's Internationalization Plan* serves to enrich the university's global learning environment by furthering cross-cultural engagement for all students, staff, faculty, external partners, and communities. *KPU's Internationalization Plan* incorporates a stakeholder approach and is built on four guiding pillars: global citizenship, recruitment and retention, partnerships and pathways and community engagement.

These four pillars emerge from, and align with, the University's priorities and strategic goals as outlined in KPU's *VISION 2018 Strategic Plan* and the *Academic Plan 2018*. Key components of the pillars include developing partnerships and pathways that bring worldwide recognition to KPU, building global competency within the KPU community, expanding recruitment growth in current and new regions around the world, supporting Faculty programming that meets market demand, and creating an international ethos on campus.

In recent years, KPU International's service delivery to international students has evolved from a decentralized model to its current centralized, holistic approach. This approach embodies continuous support and care – academic, professional, and personal – for each international student, from the time of application through to graduation. Student success is bolstered by knowledgeable, committed staff who provide guidance each step of the way.

KPU's Internationalization Plan presents a strategic set of principles, priorities and recommendations intended to guide and support the greater university community.

Introduction

What is internationalization?

Advancing internationalization at KPU is a university-wide endeavour to build an internationally engaged campus while re-affirming and supporting our fundamental values and commitments. KPU International's priority is to lead this initiative by encouraging and shaping a worldly, cross-culturally- aware community that respects diversity.

KPU's *Internationalization Plan* proposes to extend its global reach through various approaches, inclusive of the ethnically diverse geographic region, the expansive international student population it serves, and communities beyond. Forging partnerships abroad that create learning opportunities and life experiences for both domestic and international students is one important approach. Providing integrative, holistic services for prospective and current international students to meet their unique needs is also paramount. Creating campus-wide opportunities and educational programming that prompts discussion and the sharing of diverse views and culture amongst students, faculty and staff helps develop global citizens. Promoting the KPU brand around the world creates a global awareness of KPU as a post-secondary school of choice.

Alignment with KPU and Government Initiatives

KPU's *Academic Plan 2018* identifies increasing experiential learning opportunities as a key priority. *KPU's Internationalization Plan* aligns with this goal by emphasizing living and learning experiences with a global dimension, inside and outside of the classroom, both locally and abroad. The educational needs of the region's diverse population can be served by these opportunities along with supporting faculty program development and targeted recruitment strategies to help achieve KPU's goal of five percent annual FTE growth.

Ensuring student success and well- being is another priority outlined in the *Academic Plan 2018*. KPU International is committed to its holistic model to provide integrated support across all facets of the KPU international student experience. *KPU's Internationalization Plan* also upholds the *Academic Plan 2018*'s directives to provide purposeful community engagement by creating a campus community with significant opportunities to unite and share varied worldviews.

In accordance with KPU's *Research Plan*, KPU International seeks partnerships that are compatible with the research initiatives of the University, with a focus on the advancement of applied research and scholarship.

KPU International will continue to work together with industry and government initiatives in order to provide more opportunities for student success both at KPU and upon entering the global workforce. For example, developing recruitment strategies for Latin America also directly aligns with the *Canadian Government Strategy for Engagement in the Americas*. (http://www.international.gc.ca/americas-ameriques/stategy-stratege.aspx?lang=eng)

Internationalization Plan Strategy

The process of developing *KPU's Internationalization Plan* has been inclusive, incorporating university leader's stewardship and feedback from important stakeholders. Ultimately, *KPU's Internationalization Plan* seeks to empower KPU

students, faculty and staff by providing an open, safe, culturally-diverse campus with rich opportunities to grow as global citizens.

Developing *KPU's Internationalization Plan* has included:
- A comprehensive review of key KPU planning documents (*VISION 2018 Strategic Plan* and *Academic Plan 2018)*
- Identification of key internal and external stakeholders
- Establishment of four pillars to guide University-wide internationalization initiatives
- Ensuring accessibility for all members of the stakeholder communities, independent of their financial, physical, and/or personal circumstances to the greatest extent possible.
- Consultation opportunities across all four campuses (open forums) for KPU community feedback.

Stakeholders

Students

Students, both current and prospective, are at the forefront of *KPU's Internationalization Plan*. Committed to shaping socially and ethically aware global citizens empowered for successful and rewarding careers, KPU recognizes the need for university-wide access to international engagement opportunities for all students.

Domestic and international students have access to:

- Experiential learning opportunities (field schools, student exchanges, short-term international programs, international internships)
- Applied research opportunities (both at home and abroad)
- Faculty-designed course curriculum with core themes, topics and questions that promote global awareness
- Acquisition of foreign languages and cultural competencies through KPU's Department of Modern Languages and Cultures
- Activities and events with an international focus (International Week and other initiatives offered by KPU International and other departments at KPU).

Faculty

Faculty members play a significant role in nurturing and overseeing the success of comprehensive internationalization at KPU. Dedicated to creating dynamic learning environments that promote creative and critical thinking, Faculties facilitate cross-cultural competency in the 21st century classroom. As the drivers

of teaching and learning, they bring global perspective, experience and rationale to students. From presenting global topics for discussion within the classroom to leading experiential learning activities off-campus, faculty members may select from many options to internationalize both their own and their students' experience at KPU.

Faculty members have access to:

- Continued and future expansion of professional development (both on-campus and abroad)
- Future faculty exchanges with international partner universities
- Faculty participation in short-term programs abroad
- Networking opportunities with colleagues in the field of internationalization
- Support in the notification/application of research grants that support projects with a global focus.

Staff

KPU staff support students and faculty on a daily basis to foster an inclusive and enriching learning environment. With the understanding that, like themselves, students come from all over the world, KPU staff are provided with opportunities to cultivate cross-cultural understanding and sensitivity.

Staff have access to:

- Professional development in the areas of intercultural diversity and global learning
- Increased opportunities for cross-cultural competency via activities, programs and other events.

Administration

KPU's Administration direct the implementation of the *KPU's Internationalization Plan* across the University by collaborating with both internal and external stakeholders to create opportunities for further globalization.

Administration leads the process by:

- Developing an institution-wide culture that supports internationalization
- Identifying and evaluating potential partners in targeted countries and regions
- Creating opportunities for faculty, staff and students to participate in activities, programs and events that promote intercultural awareness
- Demonstrating the positive local and global impact of KPU's teaching and research agendas
- Linking KPU's strategic internationalization goals to government mandates and initiatives

- Establish a policy framework to encourage and support internationalization.

Alumni

As ambassadors in our communities, KPU alumni serve as excellent resources for enhancing comprehensive internationalization at KPU. The future creation of international alumni chapters will keep KPU connected to its graduates, fostering an exchange of global viewpoints, skills and ideas.

Alumni have access to:

- Networking opportunities with people from around the world via unique programs and events held at KPU (e.g. Open House, International Week)
- Job/internship/volunteer opportunities both at home and abroad.

External Partners

KPU's external partners link us to opportunities for comprehensive internationalization in many important ways. With opportunities for experiential learning at the core of the majority of our partnership agreements, KPU students are better prepared for entry into the global workforce upon graduation.

External partners give to KPU through:

- Creating opportunities for student and faculty exchanges via global learning experiences and field schools
- Providing opportunities for collaborative research with a global focus
- Generating pathways for students to successfully ladder into KPU programs
- Offering internships and co-op learning opportunities in the global workforce
- Connecting KPU to key parts of the world.

Government

Each level of government - municipal, provincial and federal - recognizes that being plugged into the global community better enables students to succeed in the global economy. In British Columbia, international education injects over $2.1 billion of direct economic benefit into the provincial economy each year, directly supporting over 23,400 jobs, and benefiting host communities across the province.[1] KPU is always looking to work together with industry and government

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[1] From BCCIE Service Plan, 2014/15 to 2016/17,
http://bcbudget.gov.bc.ca/2014/sp/pdf/agency/bccie.pdf

initiatives in order to provide more opportunities for student success in the global workforce upon graduation.

Governments provide support to KPU by:

- Providing research grants for internationalization-focused activities
- Providing scholarships for short-term exchange and research opportunities (e.g. *Emerging Leaders in the Americas Program* - ELAP)
- Spearheading federal and provincial international education strategies.

Donors

KPU donors support students in their journey to success by providing financial support through scholarships, bursaries, and awards. Individuals, corporations and foundations that donate believe in education as a means of building community and creating a vibrant social and economic foundation for our society.

KPU Donors make internationalization at KPU possible by:

- Recognizing the importance of global education opportunities and providing financial support to students and faculty participating in these endeavours
- Providing access to students who may not have the financial means to participate in internationalization activities outside the KPU classroom.

Community

Increased community engagement is a primary goal highlighted in KPU's *VISION 2018 Strategic Plan*. Paramount is the inclusion and recognition of all important community partners and groups, such as our First Nations, newcomers to Canada, and all other interested individuals and organizations across the KPU region. The existing intercultural diversity across KPU communities (internal, regional and global) allows for the opportunity to increase intercultural understanding and global awareness through deliberate, outcome based KPU programming, events and activities.

KPU communities have opportunities to participate by:

- Sharing cultural perspectives through participation in events and activities both on and off campus (e.g. Open House, International Week)
- Showcasing cultural diversity on campus via presentations, invitations to events, etc.

Pillar I: Creating Successful Global Citizens

Why is global citizenship important?

In today's ever-increasing interconnected society, it is vital that students possess a broadened awareness of the world and a nuanced understanding of the importance of culture. The modern world exists in constant flux and uncertainty, and is characterized by geographic mobility, interdependence and great political, economic, and cultural differences. Becoming a successful global citizen requires learning models and educational experiences that shape reflective self-awareness and the ability to collaborate with others of different minds, values, cultures and intellectual disciplines. These models support and guide students to become active and critical participants in society.

Internationalization of Curriculum

Faculty-led curriculum internationalization is congruent with KPU's teaching, applied and experiential learning mandate. A cornerstone of KPU's internationalization strategy, the creation of global citizens requires a curriculum that intentionally develops:

- intercultural competencies
- an understanding of how global forces play out in local contexts
- foreign language abilities to gain insight into other cultures and value systems
- critical thinking skills and consideration of differing perspectives.

Curriculum internationalization can be achieved through:

- learning outcomes addressing international/diverse perspectives
- pedagogical practices that facilitate peer-to-peer interaction
- presentation of issues/problems that require students to be introspective and inquisitive
- integration and development of globally-focused Open Education
- interdisciplinary course development with themes of international relevance (e.g. environmental issues, social justice)
- the expansion of global opportunities for faculty so that they can bring a more global perspective to their classes.

Experiential Learning

Experiential learning is conducive to the development of global citizenship since it intrinsically involves *active and on-going reflection through doing*. Experiential learning with a global dimension enhances the student's critical reasoning, creative thinking, and communication skills, while broadening their world views and understanding of the importance of culture.

Field schools, student exchanges, and international co-op and volunteer opportunities are some examples of how students can take part in experiential learning at KPU. Applied research with a global dimension provides another practical approach for faculty and students. Local experiences that immerse students in issues of global significance should also be considered, particularly since these are more accessible to a broader base of students, including those with financial limitations or concerns about delaying graduation.

FEATURE: **Global Competency Program**

Given the importance of developing globally-minded citizens, KPU is establishing a Global Competency Program that incorporates multi-faceted aspects of global citizenship and formally acknowledges competencies that will empower students to thrive in a global context.

The KPU Global Competency Program will consist of a set of co-curricular credentials that can be added to any KPU degree. Its goal is to help students gain the knowledge, understanding and intercultural communication skills needed to effectively interact in the globally interdependent world. The Global Competency Program is designed to enhance and internationalize a student's undergraduate experience at KPU.

Upon completion of the program, students will demonstrate:
- deepened awareness of human diversity and cultural complexity;
- ability to successfully adapt to new environments, challenges, and situations;
- skills to facilitate intercultural relations and cross-cultural communication in the local community, in the workplace, and in international settings;
- skills that make students stand out as exceptional applicants to prospective employers, internship opportunities, graduate schools, and volunteer positions;
- global perspective/appreciation of different perspectives on global issues, and skills that will assist in reducing cultural conflict;
- personal and community responsibility with a greater understanding of one's place and role in the world.

(From *Global Competency Program -Draft- March 12 2015*)

Pillar II: Recruitment and Retention

Why are international students important to KPU?

A key component of *KPU's Internationalization Plan* includes welcoming students from around the world to KPU programs. Cultivating successful global citizens and building a campus-wide international ethos stems from exposure to diverse values, beliefs and cultures. Peer-to-peer learning in the classroom and focused events outside the classroom can contribute to a better understanding and awareness of cultural diversity. In-class discussions and knowledge-sharing of foreign customs, politics and economies benefit students and faculty alike. Events outside the classroom that target issues of global significance and embrace KPU's ethnically-diverse external communities, provide enhanced cultural awareness for KPU students, faculty and staff.

Planned Growth through the Diversification of Markets and Regions

KPU International, in consultation with KPU's leadership team, will establish international student growth targets each academic year. Growth through diversification of markets and regions will be accomplished through a deliberate, planned strategy.

British Columbia's *International Education Strategy* addresses a plan to increase the number of international students studying in public post-secondary institutions. Aligned with this government strategy, KPU will focus recruitment growth in key countries identified in the *Strategy*. KPU's strategy will highlight continued growth in regions of ongoing successful partnership and recruitment, like China and India, as well as expand our reach to new regions, such as - the United States, Latin America, the Middle East and Africa.

At a local level, KPU International will focus efforts on recruiting international students currently studying in BC high schools, in addition to developing pathways with Canadian language schools. Foreign students at these institutions have valid study permits and will be encouraged to continue English language studies and/or pursue their undergraduate education at KPU.

Conversion of international applicants is an essential element to increasing the international student population at KPU. The conversion of applicants to students will be achieved by: streamlining application and admission processes, tightening internal communication/response deadlines to applicants, and enhancing overall customer service. KPU International's holistic model for recruitment and admissions emphasizes a one-on-one approach to continuous service throughout the recruitment, admission and registration cycle. Each international student will be matched with an assigned advisor - from the inquiry

process right through to arrival at KPU. In addition, KPU International provides continued, personalized support and services for students during their journey towards graduation. This holistic strategy helps to establish trusting relationships and builds a strong connection to the KPU community.

Developing the KPU Brand Internationally

Three key factors have been identified to develop and enhance the KPU brand and reputation internationally. Firstly, the future establishment of international alumni chapters will result in a global network of KPU alumni. Alumni connections around the world assist in recruitment efforts, the development of scholarships and awards, and the creation of a global awareness of KPU as a post-secondary school of choice.

Secondly, KPU International partners with quality agents around the globe. Robust contractual standards and stringent reference checking ensures careful consideration for high-caliber agent partnerships. Ongoing communication and training with agent partners safeguards excellent service for KPU applicants.

Lastly, strategic partnerships with respected, well-established international institutions of higher learning help to create positive KPU branding through association.

Creation and Promotion of New Programs and Services

In order to improve satisfaction levels and retention rates of international students, it is important to establish and promote new programs, and to enhance and expand existing student services. Supporting the development and promotion of programs that align with international market demands is essential. This type of programming includes post-baccalaureate certificates and diplomas, and various short-term programs that meet the needs of international partners.

Increasing the retention and satisfaction of international students requires the expansion of existing student services, including:

- Extending international student advising and counselling services
- Increasing student life activities that appeal to international students
- Partnering with Active KSA
- Establishing an international student emergency fund to alleviate financial pressures
- Promoting the establishment of and participation in international student groups and clubs
- Supporting the establishment of student housing
- Continued support and development of international co-ops and applied work experiences
- Supporting the KSA's development plan for a new student union building.

Pillar III: Partnerships and Pathways

What role do partnerships & pathways play in KPU's internationalization strategy?

KPU seeks partners that enrich the university's global learning environment. Partnerships & pathways play an integral part in internationalization at KPU by enhancing the institution's global reach, while having a positive impact on the academic activities of the University. Working with well-matched international partners brings worldwide recognition to KPU, and increases international work opportunities and knowledge exchange at a global level.

There are several different types of partnership & pathway models at KPU. Partnerships are strategically developed to ensure multi-faceted opportunities with local and external partners who are aligned with KPU's goals.
KPU's unique identity as the largest polytechnic university in Western Canada appeals to prospective partners around the world. Institutions recognize that students need access to opportunities to develop applied skills alongside academic credentials. With experiential learning integrated into KPU's academic programs, and co-op opportunities in multiple program areas, relevant and career-focused education is a strength that KPU is proud to share with our international partners.

Strategic partnerships at KPU aim to:

- Develop international working and learning opportunities for students, staff, faculty and administration
- Provide opportunities for KPU Faculties to enhance curriculum and courses
- Support the interests of external communities
- Create international learning experiences *in* the KPU classroom
- Advance research opportunities by connecting KPU scholars with like-minded scholars at partner institutions
- Build laddering opportunities for KPU graduates into post-graduate study programs;
- Provide stability and long-term consistency to international recruitment plans
- Generate university revenue through tuition and grants
- Grow KPU's brand around the world.

KPU will continue to create global opportunities for students through the fostering of targeted partnerships that allow domestic and international students the opportunity to complete a credential at KPU and ladder into various study options outside of Canada. The knowledge and skills gained through this unique laddering provides students with the intercultural tools necessary for success in today's global workforce.

Partnership & Pathway Models Embraced by KPU

MODEL	EXAMPLE(S)
Student Mobility/Exchange	▪ KPU has exchange agreements with universities around the world in most program areas
Government Scholarship Programs	▪ Saudi Arabia's King Abdullah Scholarship Program ▪ Brazil's Ciência sem Fronteiras (Science without Borders)
International Articulation Agreements	▪ KPU's 2 + 2 agreement with the Guangdong University of Foreign Studies (Students study two years at their home university, followed by two years at KPU; receive KPU credential)
International Program Agreements with Overseas High Schools	▪ KPU's joint international programs with China's Fuyang No. 2 High School & Xinxiang No. 1 Middle School
Pathway Agreements with Language Schools	▪ KPU's pathway agreements with 3 language schools across Canada
Non-academic	▪ KPU's agreement with the Calanoa Foundation (in support of KPU's Amazon Field School)
Short-term program agreements	▪ Customized programs, for example, summer camps/programs
Other Strategic Partnerships	▪ KPU's agreement with the TÜV NORD GROUP

FEATURE: **What does it take to be a KPU partner?**

A comprehensive review is undertaken before signing any new partnership agreement. This allows KPU to assess the "institutional fit" of the prospective partner. The following questions showcase some of the issues taken into consideration:

- What is the partner's potential contribution to developing a global learning environment that directly impacts students' learning at KPU?
- Will the partnership foster an ethos of mutuality that benefits both partners?
- Is there room to work with the partner in a number of different capacities – all directly tied to *KPU's VISION 2018 Strategic Plan, Academic Plan 2018,* and *Internationalization Plan*?
- What is the opportunity cost for the potential partnership?
- Does the proposed partnership lead to any trends in industry/mandates from any of the governments?
- Will the partnership produce sufficient faculty and student interest and involvement?

Pillar IV: Community Engagement and Support

How does internationalization enrich the lives of our greater KPU community?

Building an internationally-engaged campus is a fundamental goal of KPU's internationalization strategy. Expanding opportunities for outcomes-based international and cross-cultural engagement and discussion amongst students, faculty and staff create a learning environment with sensitivity and respect for multiple perspectives. The resulting campus *macrocosm* is an educated and inquisitive society seeking inclusive ways to better humankind.

Building the Global Competency of Our KPU Community

KPU is an institution that serves a culturally-diverse geographic region and an expansive international student population. Creating safe, open and respectful opportunities that encourage KPU communities to unite and share varied world views is paramount. The strength in our diversity can be leveraged through a conscious effort to appreciate differences and find common ground.

In addition to the development of the Global Competency Program for KPU students, other members of the KPU community can build their global competency through training and development opportunities to increase/improve:
- self-awareness;
- awareness of others;
- respect for differing perspectives and life experiences, without judgment;

- appreciation for the relationship between unique perspectives and knowledge development; and
- behaviours and attitudes in situations where diversity prevails.

The provision of accessible support systems and tools for students and faculty will help address vital student issues, including academic, linguistic and social concerns (e.g. academic expectations and perspectives on plagiarism in a Canadian context; reading and writing tutelage; access to on-campus multi-faith centres; working in culturally diverse groups and across genders; expressions of opinion in different cultures, etc.).

Building International Ethos on Campus

To create a campus life where the international ethos is palpable, an integrative and holistic approach to internationalization is needed. This means creating opportunities beyond the classroom. Such experiential opportunities increase exposure to and appreciation of intellectual, cultural, artistic, culinary and literary forms of expression from around the world. Examples of integrative events include: International Week; international cinema; international symposiums. A process that encourages and guides campus groups to launch these types of initiatives can be developed.

Increasing Community Engagement

An environment that promotes inclusiveness and inquisitiveness can draws the local community to KPU, where groups have an opportunity to showcase their culture. KPU can be deliberate about building its international networks through the future development of international alumni chapters and participation in initiatives that purposefully advance the learning outcomes of students.

Summary

KPU's Internationalization Plan is strategically directed at developing an institutional climate with a deepened awareness of - and appreciation for - human diversity and cultural complexity. Exposing the KPU community to varied global perspectives and issues, and providing opportunities to hone skills in intercultural relations and cross-cultural communication will help shape a campus of culturally self-aware and successful global citizens. The four pillars approach, which focuses on the participation of and connection to pertinent stakeholders, serves to enrich the broader KPU community.

Internationalization and the creation of global citizens ensure a place for KPU as an institutional leader in global competency, at home and abroad.

Agenda Item: **Protocol for the Establishment of an Indigenous Elder in Residence**

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

Recommended Resolution:	**THAT the Board of Governors approve the Protocol for the Establishment of an Indigenous Elder in Residence.**

Board Committee Report:	*The Board Governance Committee reviewed and endorsed the Protocol for the Establishment of an Indigenous Elder in Residence at its May 13, 2015 meeting.*
Key Messages: *[maximum of three]*	1. **Approved by the Aboriginal Advisory Committee.** 2. **This document provides protocol guidelines and formalizes the establishment of the Elder in Residence installed in January 2015.**
Context & Background:	This document will guide KPU in the relationship with the Elder in Residence and is directly connected to the commitment of Academic Plan 2018.
Resource Requirements:	*n/a*
Implications / Risks:	*n/a*
Consultations:	*This document has been reviewed and endorsed by the Aboriginal Advisory Committee.*
Attachments:	Protocol for the Establishment of an Indigenous Elder in Residence
Submitted by:	*Dr. Sal Ferreras, Provost & Vice President, Academic*
Date submitted:	*May 28, 2015*

Protocol for the Establishment of an Indigenous Elder in Residence at Kwantlen Polytechnic University (KPU) December 30, 2014

Introduction

KPU is proud of its longstanding relationship with Indigenous peoples and recognizes the location of the university campuses in the unceded territories of the Coast Salish peoples, including Kwantlen, Katzie, Semiahmoo, Tsawwassen and Musqueam. KPU is named after the Kwantlen First Nation. Throughout their history, the people of the Kwantlen First Nation have been respected across the Lower Fraser River region as Ancient Messengers—Tireless Runners. The ethic of the Kwantlen people is reflected in the motto of KPU "Through tireless effort, knowledge and understanding".

The Academic Plan 2018 reaffirms KPU's commitment to promote increased participation by Indigenous peoples in the Lower Mainland of B.C. through the strengthening of recruitment of Indigenous learners and support service. This commitment outlines the establishment of an Indigenous Elder in Residence to deepen the university's understanding of Indigenous cultures and knowledges.

Elders are individuals recognized by their communities for their wisdom and experience embodying the language, customs, healing practices and ceremonial protocols of their respective First Nation, Métis or Inuit traditions. KPU acknowledges that Elders are highly respected members of First Nation, Métis and Inuit communities and are entrusted with the responsibility to educate and share. By adopting this protocol, KPU recognizes the value of Indigenous knowledge bases and teachings and acknowledges its inherent benefit to the fulfillment of the mandate and vision of KPU as a teaching intensive polytechnic university.

Elders are individuals who have a rich life experience, and acquired valuable teachings, knowledge, and a distinct philosophy of life. They are treated with respect and play an important role in University activities or ceremonies.

Elders work with the University to encourage and promote understanding and respect for Indigenous perspectives, cultures, and values. Together, Elders, students and community members will develop and implement Indigenous gatherings which might include story-sharing circles, singing, drum circles, and drum making workshops. Elders can play an important role in encouraging Indigenous student recruitment and retention while creating a safe and welcoming learning place for Indigenous learners. Elders work with the University to encourage and promote understanding and respect for Indigenous perspectives, cultures, and values.

Selection process:
- The process of selecting an Elder begins with a call by KPU's Aboriginal Advisory Committee (AAC) for nominations from eligible members of the local Kwantlen, Katzie, Tsawwassen, Semihamoo and Musqueam First Nations.
- The AAC examines the nominee entries and makes a recommendation to the President of the University.
- The President will officially invite the recommended individual(s) to accept the appointment. May or may not be included depending on conversation with the Elder.

- KPU will officially recognize the appointment of an Elder in Residence through a formal ceremony according to the respective cultural traditions of the Elder's First Nation, Métis or Inuit community.
- Elders are appointed for a term mutually agreed upon by conversation.

The Aboriginal Gathering Place will provide an office with a desk, computer, telephone and support supplies for the Elder. The Coordinator, Aboriginal Student Services will be the primary support to the Elder. They will promote and enable the delivery of the service, organize activities, arrange schedules and accompany the Elder where required.

Although the Coordinator, Aboriginal Student Services will normally accompany Elders, it is recommended that Elders be made familiar with available KPU health and safety and emergency procedures.

The email address for the Elder in Resident is ElderinRes@kpu.ca.

Primary Responsibilities includes, but is not limited to:
- Meet with students individually and in groups to provide support, encouragement and culturally sensitive guidance
- Spiritual/emotional guidance
- Participate in classroom discussions
- Assist in adapting curriculum from an Indigenous perspective
- Share relevant traditional knowledge, where and when appropriate
- Directs students to other student services units, as appropriate
- Assist and attend graduation ceremonies, feasts, celebrations and other University events
- Orient students/staff/faculty and escort to KPU ceremonies

Position Requirements
- Is recognized as an Elder in the Aboriginal communities by reference or recommendation
- Is actively involvement in the Aboriginal community
- Excellent communications skills
- Strong interpersonal skills
- Provides guidance around Aboriginal protocols and traditions
- Previous experience working within the postsecondary system is an asset

Compensation
Elders will be offered an honorarium of up to $35 per hour for their scheduled four-hour weekly visits to KPU's Aboriginal Gathering Space. In the event that Elders are called upon for extra service in other areas of the university beyond their regularly scheduled time in the Aboriginal Gathering Space, they will be compensated accordingly. The set compensation for engagements up to three hours or fewer will be $120 per engagement. Payment for said additional service shall be borne by the department or unit issuing the invitation. For initiatives that are longer than three hours and may extend a full workday, an honorarium of $40 per hour shall be deemed appropriate.
Elders must be reimbursed for any expenses or costs resulting from their participation in KPU events. Reimbursement for these costs will be in addition to any honoraria.

Monetary compensation for Elder services offered must be done in accordance with the policies of the University's financial services. The payment of regularly scheduled visits by Elders will be done on an agreed and communicated payment schedule ideally connected to the regular cheque processing schedule. Payment for special events outside the normal schedule of the Elders must be done by cheque and requisitioned with sufficient advance notice that payment will be available for the Elder at the conclusion of the special event.

It is not customary to request that an Elder sign any receipt or other acknowledgement of their gift or payment. A University employee must be present to witness the presentation of any gift or payment to the Elder.

Gifts

Coast Salish cultures cultivate an enduring and deeply held tradition of reciprocity.

When meeting with an Elder, it is appropriate give thanks for the sharing of knowledge and wisdom through a small gift. Elders are particularly appreciative of gifts that have a special meaning to you, your family or community or that you have hand-crafted. Gifts are important gestures of appreciation that signal respect and recognition.

Funding:

A Special Initiative Fund housed in the Student Services Department will fund the Elder in Residence program. The ongoing funding allocation will consist of $13,500 per year for Elder honoraria in addition to approximately $500 per year supplies and other incidental costs for a total program cost of $14,000 per year.

As integral members of their individual communities, Elders may be required to cancel meetings or workshops in order to support the needs of their respective communities such as may be necessary in the event of a death or other urgent matter. All efforts will be made to reschedule prior appointments should this occur.

Responsibility:

The Provost and Vice-President Academic is responsible for this Protocol and any related policies. Operational matters will be coordinated through the office of the Director, Student Engagement.

Acknowledging and Hosting Elders:

Elders invited to participate in University events must be acknowledged as a sign of respect and recognition.

In the instance that a feast or meal or refreshments are offered as part of a University-sponsored activity, the Elder and his/her helpers must be seated and served first. The host department will be responsible for arranging transportation, a helper or host for the Elder and for preparing and delivering whatever gifts will be presented to the Elder.

It is important to provide Elders with a helper or escort for any campus or University-related activity. Hosts must ensure they are aware that Elders may have special needs regarding their comfort and mobility.

Protocol Guidelines:

- Elders may choose to be called by a given first name or an ancestral name. Please ensure you ask them for their preference. In all cases, every effort must be made to ensure the correct and proper pronunciation of their first name or ancestral name.

- When meeting with an Elder it is customary to allow ample time. Under most circumstances the Elder will inform you of when the meeting is finished.

- In Coast Salish traditions, speakers cede the floor to the person sitting to the right of the first speaker.

- It is customary to ask an Elder to conduct a prayer at the beginning of any meeting or gathering. Where feasible and if the right person is available it is also appropriate to offer a song to commence the meeting or event.

- Elders are always served first and eat first in events where food is prepared and offered to the gathering.

- Invitations to Elders should be handled through the office of the Director, Student Engagement.

Elder Support

Any questions pertaining to the Elder in Residence Protocol and related policies should be referred to the Director, Student Engagement.

Appendix A contains an Elder Request Form for use by students or University community members wishing to schedule an appointment with an Elder.

Appendix B contains the Elder Services Honorarium Form to be used by units and departments of the University that wish to engage the services or presence of an Elder in any functions, ceremonies and special events.

Agenda Item: *Board Meeting Schedule for 2016*

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

Recommended Resolution:	**THAT the Board of Governors approve the Board Meeting Schedule for 2016.**

Board Committee Report:	At its May 13, 2015 meeting, the Board Governance Committee reviewed the Board meeting schedule outlined below and recommended it to the Board for approval.
Key Messages: *[maximum of three]*	**The following are <u>confirmed Board meeting dates for the remainder of 2015</u>, Wednesdays from 3-7 pm:** **September 23 Richmond** **November 18 Surrey** **The following are <u>proposed Board Meeting dates for 2016</u>, Wednesdays from 3-7 pm:** **January 27 Langley** **March 30 Cloverdale** **June 8 Surrey** **September 21 Richmond** **November 23 Cloverdale** **The <u>tentative dates for the 2016 Board Retreat</u> are February 19 & 20, 2016**
Submitted by:	*Board Governance Committee*
Date submitted:	*May 13, 2015*

Agenda Item:	*Election of Officers*

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

Recommended Resolution:	**THAT the Board of Governors approve the following appointments effective August 1, 2015 to August 31, 2016:**
	Board Chair: **Lisa Skakun** **Board Vice Chair:** **Hanne Madsen**

Board Committee Report:	At its May 13, 2015 meeting, the Board Governance Committee reviewed the potential candidates for the positions of Chair and Vice Chair, contacted them to ascertain interest and availability, ensured support for the recommended candidates and made the following recommendation to the Board of Governors.

Key Messages:
[maximum of three]
	1. It is the responsibility of the Board Governance Committee to lead the Chair and Vice Chair succession plan. (Board Governance Manual, Sections 13.3(g), 23)
	
	2. Recommended candidates are as follows:
	
	    a. Lisa Skakun – Chair
	    b. Hanne Madsen – Vice Chair

Submitted by:	Board Governance Committee
Date submitted:	May 13, 2015

	Board of Governors	Regular Meeting
	Agenda Item:	#5.9
	Meeting Date:	June 3, 2015
	Presenter(s):	Kristan Ash

Agenda Item: *Appointment of Board Representative to Kwantlen Foundation Board of Directors*

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

Recommended Resolution:	**THAT the Board of Governors appoint <u>X</u> as the Board representative on the Kwantlen Foundation Board of Directors.**

Board Committee Report: At its May 13, 2015 meeting the Board Governance Committee discussed the appointment of a Board member to the Kwantlen Foundation Board of Directors.

Key Messages:
[maximum of three]

1. **As stated in the Board Governance Manual, Section 2.7, "The Board recognizes and supports the important fundraising work done by the Kwantlen Polytechnic University Foundation (the "Foundation") to fund KPU's key strategic priorities.**

2. **To support the Foundation's work, the Board:**

    a. **appoints a Board Member to the Foundation Board;[1] and**

    b. **asks each Board Member to make a meaningful gift to the Foundation, commensurate with his or her means."**

3. **Sandra Hoffman was the Board representative on the Foundation Board for 2013-15.**

Submitted by: *Board Governance Committee*

Date submitted: *May 25, 2015*

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[1] Foundation Bylaws, s. 37.

Board of Governors   **Regular Meeting**
Agenda Item: **#5.10**
Meeting Date: **June 3, 2015**
Presenter(s):   **Kristan Ash**

Agenda Item:	*Appointment of Board Representative to Senate*

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

Recommended Resolution:	**THAT the Board of Governors appoint <u>X</u> as the Board representative on Senate.**

Board Committee Report:	At its May 13, 2015 meeting the Board Governance Committee reviewed the issue of a Senate appointee.
Key Messages:	1. **The composition of Senate outlined in the University Act includes "one non-voting member of the senate, if appointed to the senate by the board to serve for one year." (Sec 35.2(2)(k)** 2. **Marc Kampschuur has served as the Board's representative last year and would prefer to give another Board Member the opportunity to participate in the academic body of KPU.** 3. **Mr. Kampschuur's input at Senate has been valuable when issues that involve the Board arise.** 4. **Senate meetings are held the last Monday of the month (Sept-June) from 4:00-7:00 pm on the Surrey campus, Cedar Bldg Rm 2110.**

Submitted by:	*Board Governance Committee*
Date submitted:	*May 28, 2015*

Agenda Item:	*Policy HR26 – Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff*

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

Recommended Resolution:	**THAT the Board of Governors approve the Policy and Procedures HR26, *Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff.***

Board Committee Report:	*The Board Human Resources Committee reviewed the draft policy and procedures and recommended it to the Board for approval.*
Key Messages: *[maximum of three]*	1. **HR26 addresses areas arising out of the Harris and MNP reports and not covered in other policy.** 2. **It has completed the policy development process with no comments submitted during its public posting.**
Attachments:	1. *Policy HR26, Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff* 2. *Procedures HR26, Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff*
Submitted by:	*Lisa Skakun*
Date submitted:	*May 28, 2015*

Policy No. **HR26**	Original Effective Date	15 06 03
Approving Jurisdiction Board of Governors	Reviewed:	
Original Signed By Kristan Ash, Board Chair	Revised:	
Administrative Responsibility President		

Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff

Policy

A. CONTEXT AND PURPOSE

This policy and accompanying Procedures delineate the responsibilities and compliance requirements for the appointment and termination of all term and continuing administrative positions (academic and non-academic), and how other Board and university policies apply across the range of such positions.

B. SCOPE AND LIMITS

This Policy and the related Procedures delineates responsibilities and compliance requirements for the search advisory, appointment and re-appointment, terms of employment, employment agreements, letters of offer, terminations and other matters related to the hiring of the President, all senior academic administrators, all senior administrative positions and all other administrative positions as defined in the related, subservient policies:

1. HR11 (G 20) Search Advisory and Appointment of Administrative Positions,
2. HR22 Presidential Search Advisory, Appointment and Re-appointment,
3. HR20 Search Advisory, Appointment and Re-appointment of Senior Academic Administrator Positions, and
4. HR25 Search Advisory and Appointment of Senior Administrative Positions

C. STATEMENT OF POLICY PRINCIPLES

1. The Board of Governors and the University's Human Resource Services is responsible for ensuring that the appropriate oversight is provided, in accordance with the University's Policies and Procedures, the Board Governance Manual, relevant sections of the University's collective agreements and the regulations established by the external regulatory agencies, as well as consultation, as required, with the University's Financial Services, General Counsel, Senate and unions.
2. Human Resource Services is responsible to the President for the oversight of the processes of search advisory, appointments, re-appointments and terminations as well as determining terms of employment, employment agreements, letters of offer and other matters with respect to all senior academic administrator, senior administrative positions and other administrative positions as identified in related policies HR11 (G20), HR20 and HR25.
3. Human Resource Services is responsible to the Board Chair for the oversight of the processes of search advisory, appointments and re-appointments as well as assisting in the drafting of employment agreements, letters of offer and other matters with respect to the President as identified in the related policy HR22.
4. Compliance must be assured in all instances covered by this policy with all relevant external and internal regulatory requirements.
5. Pre-employment contracts are not used except in circumstances where the University requires a candidate to provide transitional services before s/he commences employment. In cases where a pre-employment contract is required, the contract includes reference to a timeframe, clear deliverables and payments that reflect the nature of the deliverables. All such contracts receive the appropriate approvals and are reported in accordance with all internal and external guidelines.
6. The negotiation of contract terms is limited to those person(s) or groups assigned the responsibility for approving the candidates as specified in the Board Governance Manual; these person(s) or groups liaise with Human Resource Services to ensure that the contract terms are within external regulatory guidelines.

D. DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

E. RELATED POLICIES & LEGISLATION

1. University Act 27 (2) (g)
2. Board Governance Manual
3. Policy HR11 (G 20) Search Advisory and Appointment of Administrative Positions
4. Policy HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrator Positions

5. HR22, Presidential Search Advisory, Appointment and Re-Appointment Policy/Procedures
6. Policy HR25, Search Advisory and Appointment of Senior Administrative Positions

F. RELATED PROCEDURES

Refer to Procedure HR 26 "Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff"

G. POLICY HISTORY

Review Date	Revision Date
New Policy June 3, 2015	

Policy No.		Original Effective Date	15 06 03
HR26			
Approving Jurisdiction		Reviewed	
Board of Governors			
Original Signed By		Revised	
Kristan Ash, Board Chair			
Administrative Responsibility			
President			

Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff

Procedures

A. DEFINITIONS

External Regulatory Framework: the external regulatory framework includes:

- the Canada Revenue Agency (CRA),

- the Financial Information Act (FIA),

- Statement of Financial Information (SOFI), and

- the Public Sector Employers' Council (PSEC) which implements provincial government policy by setting, coordinating and reporting strategic directions in human resource management and labour relations for the broad public sector.

B. PROCEDURES

The University maintains updated procedures related to the search advisory, appointment and re-appointment, terms of employment, employment agreements, letters of offer, termination and other matters related to all administrative positions. These procedures are reviewed and updated regularly to reflect any changes resulting from the requirements of the external regulatory framework as well as internal requirements (such as the Board Governance Manual).

The following procedures will be maintained, documented and updated in consultation with the Board of Governors, the Board's Human Resource Committee and the university's Senate as appropriate:

1. <u>President:</u> as identified in policy HR22 and the Board Governance Manual, duties will be identified for Human Resource Services and the Board in the process of carrying out a search advisory, appointments and reappointments, terms of employment, employment agreements, letters of offer, terminations and other related matters to the President.

2. <u>All other administrative positions:</u> as identified in policies HR11 (G20), HR20 and HR25 and the Board Governance Manual, duties will be identified for Human Resource Services, the President and the Board, as appropriate, in the process of carrying out a search advisory, appointments and reappointments, terms of employment, employment agreements, letters of offer, terminations and other related matters for all other administrative positions.

3. Standardized contracts of employment with senior executives, consistent with the Board Governance Manual and external regulatory framework requirements.

4. General Counsel, Financial Services, Senate and unions, will be consulted as required.

5. The collection, validation and certification of information for external regulatory framework submissions and reports.

6. The steps to ensure that, as required by Policy, pre-employment contracts are not used except in circumstances where the University requires a candidate to provide transitional services before s/he commences employment, and that all such contracts include reference to a timeframe, clear deliverables and payments that reflect the nature of the deliverables and to ensure that all such contracts receive the appropriate approvals and are reported in accordance with the internal and external regulatory framework.

7. The steps to ensure that the negotiation of contract terms is limited to those person(s) or group(s) who are assigned the responsibility for approving the candidates as specified in the Board Governance Manual, and that there is appropriate liaison with Human Resource Services to ensure that the contract terms are within external regulatory framework guidelines.

8. The steps to ensure that consistent processes and documentation are used for senior appointments and that the related documentation is included in the appropriate files within Human Resource Services.

9. All terminations will be handled according to human resource management principles following due process and with appropriate legal advice.

C. RELATED POLICY

Policy HR26 "Responsibilities and Compliance Requirements for the Appointment and Termination of Administrative Staff"

D. PROCEDURE HISTORY

Review Date	Revision Date
New Procedure June 3, 2015	

	Board of Governors	**Regular Meeting**
	Agenda Item:	**#7**
	Meeting Date:	**June 3, 2015**
	Presenter(s):	**Marc Kampschuur**

Agenda Item: **Board / Senate Task Force on Bi-cameral Governance Report**

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

Recommended Resolution:	**N/A**

Board Committee Report:	N/A

Key Messages: *[maximum of three]*	1. Please see the attached report.

Attachments	*Board / Senate Task Force on Bi-cameral Governance Report*

Submitted by:	*Marc Kampschuur*

Date submitted:	*May 29, 2015*

Board/Senate Task Force on Bi-cameral Governance

Overview

The Board/Senate Task Force on Bi-cameral Governance ("Task Force") was formed to resolve issues related to compliance with the *University Act* in areas of shared responsibility for governance, support strategic processes through promotion of a more collaborative form of governance, and governance education. These objectives are exemplified by the revised Policy Protocol (approved by Senate and the Board in 2012).

Since the Task Force's formation, KPU adopted its first Strategic Plan and related plans are under development (Academic, Enrolment, Resource…). The development of these plans utilized open and collaborative processes such as stakeholder committees, public forums, and intra-web postings. Presently new member packages introduce new senators and governors to bi-cameral governance processes and an annual Senate/Board retreat offers further education to members.

Communication conduits between Senate and the Board of Governors were established through Board membership on Senate (non-voting), the annual governance retreat, and continue to evolve through collaborative work in task forces, budget development processes, and other committees (i.e. search committees).

Past

The Task Force developed the *Principles To Guide The Development Of A Successful Model Of Bicameral Governance At Kwantlen Polytechnic University* ("Principles") to guide KPU's policy development process and compliance with the *University Act*. These Principles were adopted by both bodies and applied in policy development.

The Task Force commenced a work plan to resolve ambiguity in areas of shared responsibility for governance through the revision of existing policies and development of new policies.

Present

Presently there are several significant polices in an advanced state of development under the revised Policy Protocol. These policies concern the budget process, the creation/dissolution of a faculty or department, and the revision or discontinuance of a program. On the radar is the issue of intellectual property.

As the Policy Protocol was recently revised in accordance with the Principles, and as both Senate and the Board have robust governance committees, the Task Force may not be

of benefit to these policies in an advanced state of development or to future policy development.

Future

As the Task Force developed the Principles, substantially completed its work plan, reviewed the Principles subsequent to their application, and there are established conduits for communication and education, it has the intent to disband. Accordingly, the Task Force requests comment from Senate and the Board whether there are issues under its mandate of a one-time nature that require resolution or of a continuing nature that require assignment to a committee.

It is the recommendation of the Task Force for Senate and the Board to approve the Principles as amended and integrate these into governance (publish on the Senate site and include in the Board Manual). The Principles, as adopted, would continue to guide policy development and be available to the benefit of any future Task Force. These will be considered by Senate and the Board at future meetings.

If there are no further issues that require resolution or assignment, and the Principles are adopted as recommended, then the Task Force will vote to disband at its next meeting.

In summary, the Task Force is confident that our processes are sufficient and appropriate and trusts Senate and/or the Board to respond if there is evidence to the contrary.

The following motions were approved at the Task Force's May 26, 2015 meeting.

Motion 1:   To adopt the revisions to the Principles.

Motion 2:   To disband the Task Force on the approval and adoption of the Principles into governance processes by Senate and the Board of Governors.

Sincerely,

Marc Kampschuur,
Chair, Board/Senate Task Force on Bi-cameral Governance

Agenda Item: *2015/16 Mandate Letter for Public Post-Secondary Institutions*

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

Recommended Resolution:	N/A
Key Messages: *[maximum of three]*	1. **All Board Members are required acknowledge their statutory obligations to act in the best interests of KPU and affirm as Governors to take into account the Taxpayer Accountability Principles in exercising their duty by signing the Mandate Letter.** 2. **The document with signatures will be submitted to the Ministry of Advanced Education and posted on the Board website, as required by the Provincial Government.**
Context / Background	All Board Members are asked to sign the mandate letter as set out in the Taxpayer Accountability Principles. This is a requirement of all public sector organizations, and demonstrates that all Board Members understand and acknowledge their commitment to Government direction. Any Board Member not wanting to sign the Letter is asked to write to Ms. Sandra Caroll, Deputy Ministry, outlining their concerns.
Attachments:	2015/16 Mandate Letter for Public Post-secondary Institutions
Submitted by:	*Kristan Ash / Alan Davis*
Date submitted:	*May 28, 2015*

British Columbia

May 14, 2015   Our Ref: 99816

Ms. Kristan Ash
Chair, Board of Governors
Kwantlen Polytechnic University
12666 72nd Ave
Surrey BC V3W 2M8

Dear Ms. Ash:

Re: 2015/16 Mandate Letter for Public Post-Secondary Institutions

British Columbians have come to expect high-quality programs from our public post-secondary institutions. The province is well served by our public post-secondary institutions. In signing this 2015/16 Mandate Letter, members of the Kwantlen Polytechnic University Board of Governors individually and collectively acknowledge their statutory obligations to act in the best interests of the institution and affirm their commitment to take into account the Taxpayer Accountability Principles in exercising this duty.

A core value of Government is respect for the taxpayer through affordable public policies. It is critical that public post-secondary institutions operate as efficiently as possible, to ensure British Columbians are provided with the highest-quality programs and services. This requires constant focus on maintaining a cost-conscious and principled culture through the efficient and effective delivery of programs and services that stand the test of public scrutiny and help develop a prosperous economy and society in an environmentally sustainable manner. The foundation of this work is the commitment by Government to control spending and balance the budget.

Government is responsible for funding, setting the legislative, regulatory and public policy frameworks in which public post-secondary institutions operate along with establishing the Institution's mandate. This includes the following statutory provisions:

Section 47.1 of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*:

A special purpose, teaching university must do all of the following:

- provide adult basic education, career, technical, trade and academic programs leading to certificates, diplomas and baccalaureate and masters degrees, English as a second language and adult special education programs that meet the needs of its designated region; and,

- so far as and to the extent that its resources from time to time permit, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university.

Within the terms of the legislation, Kwantlen Polytechnic University will, in fulfilling its mandate, consider strategic priorities of Government when allocating institutional resources. Specific strategic priority actions of Government for 2015/16 are:

- Implement B.C.'s Skills for Jobs Blueprint which sets out the fundamental changes and shifts B.C. must undertake to support students to move through each stage of their education, and transition into the workforce with the skills necessary to realize the career opportunities most in demand in our province.

- Assist in advancing key strategies of Government contained within the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, and the International Education Strategy.

- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan as tabled under Budget 2015, including maintaining balanced or surplus financial results unless Government approval is provided.

- Continue to support the Administrative Service Delivery Transformation initiative, focused on achieving administrative efficiencies, sharing best practices, and enhancing the quality of services across the public post-secondary sector.

Government is committed to further strengthening accountability, improving the management of public funds and continuing the collaborative relationship between Government and public post-secondary institutions. This strong focus on improved two-way communication is to support and ensure a complete understanding of Government directions and institutional priorities. As such, it is important that each of us advise the other in a timely manner of any issues that may materially affect the operations of Kwantlen Polytechnic University and/or the interests of Government, including information on any risks to achieving financial forecasts and performance targets.

As part of the commitment to fiscal responsibility and to ensure the best possible use of taxpayer resources, public post-secondary institutions affirm their commitment to take into account the Taxpayer Accountability Principles (attached). These principles are: cost consciousness (efficiency), accountability, appropriate compensation, service, respect and integrity. Through the implementation of Taxpayer Accountability Principles, public sector organizations demonstrate a commitment to a cost-conscious public sector that strengthens cost management capabilities and fosters a principled culture of efficiency and accountability at all levels. This includes implementing the Code of Conduct of your institution, which contains conflict of interest provisions and post-employment restrictions.

As public post-secondary institutions that receive funding from the Government, institutions are expected to conduct their affairs in a manner consistent with the legislative, regulatory and policy framework established by Government and share in upholding the Taxpayer Accountability Principles. This includes:

- Adhering to the policy, guidelines and directions of the Public Sector Employers' Council regarding executive compensation and the management freeze that remains in place for the present time, recognizing the fiscal reality facing the provincial public sector.

- Negotiating settlements with unionized employee groups consistent with the Economic Stability Mandate for all collective agreements that expire on or after December 31, 2013.

- Ensuring that institutional operational and financial activities, including procurement and travel, are conducted consistent with Government standards for cost-consciousness and the most cost-effective use of taxpayer resources.

- Conducting board matters in accordance with the best practice guideline.

The Core Policy and Procedures Manual of Government can be found on the Ministry of Finance website at http://www.fin.gov.bc.ca/ocg/fmb/manuals/CPM/CPMtoc.htm and other supporting documents found on the Public Sector Employers' Council Secretariat website at http://www.fin.gov.bc.ca/psec/.

Government and the public post-secondary institutions share a commitment to ensuring that British Columbians have access to the high quality post-secondary education and training programs they need to fully participate in the provincial economy and society. This includes being responsive to student and labour market demands and to addressing the overall socio-economic and regional employment needs of the province.

Government is committed to supporting the success of students and post-secondary institutions, while at the same time making sure that funding is focused on the legislated mandate of the institution. Post-secondary education needs to be affordable for students and parents as well as taxpayers.

Making changes to align education, training and resources with the economic and social needs of the province will guarantee success for our province and students. Only by working together will we find additional efficiencies, further reduce duplication and position ourselves for even greater success.

Sincerely,

Andrew Wilkinson
Minister

Attachment

pc: Distribution List Follows

pc: Honourable Christy Clark
Premier

Mr. John Dyble
Deputy Minister to the Premier and Cabinet Secretary

Mr. Peter Milburn
Deputy Minister and Secretary to Treasury Board
Ministry of Finance

Ms. Sandra Carroll
Deputy Minister
Ministry of Advanced Education

Ms. Cheryl Wenezenki-Yolland
Associate Deputy Minister
Ministry of Finance

As members of the Kwantlen Polytechnic University Board of Governors, we individually and collectively acknowledge our statutory obligations to act in the best interests of Kwantlen Polytechnic University and affirm as Governors to take into account the Taxpayer Accountability Principles in exercising our duty.

Upinder Chahal
Elected Student Member

Richard Hosein
Elected Student Member

Geoff Dean
Elected Faculty Member

Marc Kampschuur
Elected Faculty Member

Sandra Hoffman
Elected Non-Faculty Member

Harpreet Bhatti
Appointed Government Member

Hanne Madsen
Appointed Government
Member

Chris McCue
Appointed Government
Member (Alumni)

Shira Standfield
Appointed Government Member

Kenneth Tung
Appointed Government
Member

Bruce Wendel
Appointed Government
Member

George Melville
Chancellor

Alan Davis
President and Vice
Chancellor

Lisa Skakun
Vice Chair, Board of Governors
Appointed Government Member

Kristan Ash
Chair, Board of Governors
Appointed Government
Member (Alumni)

Date Signed

Taxpayer Accountability Principles

Further information available at: http://gov.bc.ca/crownaccountabilities

1	**Cost Consciousness (Efficiency)**	Strengthen cost management capabilities and foster a culture of cost-consciousness at all levels of public sector organizations. Provide public services and programs as efficiently and effectively as possible to "bend the cost curve" and support sustainable public policies and programs as a lasting legacy for generations to come.
2	**Accountability**	Transparently manage responsibilities according to a set of common public sector principles in the best interest of the citizens of the province. By enhancing organizational efficiency and effectiveness in the planning, reporting and decision making, public sector organizations will ensure actions are aligned with government's strategic mandate.
3	**Appropriate Compensation**	Comply with a rigorous, standardized approach to performance management and employee compensation, which reflects appropriate compensation for work across the public sector that is consistent with government's taxpayer accountability principles and respectful of the taxpayer.
4	**Service**	Maintain a clear focus on positive outcomes for citizens of British Columbia by delivering cost-efficient, effective, value-for-money public services and programs.
5	**Respect**	Engage in equitable, compassionate, respectful and effective communications that ensure all parties are properly informed or consulted on actions, decisions and public communications in a timely manner. Proactively collaborate in a spirit of partnership that respects the use of taxpayers' monies.
6	**Integrity**	Make decisions and take actions that are transparent, ethical and free from conflict of interest. Require the establishment of a strong ethical code of conduct for all employees and executives. Serve the citizens of British Columbia by respecting the shared public trust and acting in accordance with the taxpayer accountability principles.

	Board of Governors	Regular Meeting
	Agenda Item:	#9
	Meeting Date:	June 3, 2015
	Presenter(s):	Alan Davis

Agenda Item: *President's Report*

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

Recommended Resolution:	**N/A**

Board Committee Report:	N/A

Key Messages: *[maximum of three]*	1. Please see the attached report.
Attachments	*President's Report to the Board*
Submitted by:	*Alan Davis*
Date submitted:	*May 25, 2015*

President's Report to the Board

Alan Davis, President and Vice Chancellor

June 3rd, 2015

We are finalizing arrangements with ClearView Strategic Partners to adopt their protected disclosure system, which was referred to in the new KPU Protected Disclosure Policy HR-24. This will allow anyone in the university to anonymously file a report on a perceived violation of KPU's bylaws and policies. All reports will be vetted by independent reviewers before being forwarded to the appropriate executive or to the Board Chair for investigation. Communication plans and instructions will be developed to guide employees and students who wish to use this opportunity.

KPU's involvement in Innovation Boulevard in Surrey took an important step forward with the opening of the Health Innovation Hub at City Centre 1, on April 9th.

Later that day, I attended in Richmond, along with many others, "The Show" of the 2015 graduating class in Fashion Design. I was also pleased to attend and to marvel at the work of students and grads in Creative Writing on April 16th, and Fine Arts on April 18th. On the 16th, I also attended a production of *The Bacchae* by Fred Ribkoff's IDEA 1100 class.

On April 17th, I was also invited to attend the dinner in honor of Indian Prime Minister Modi.

Long list interviews for the position of Vice President Finance and Administration took place on April 17th and 21st, and shortlisted candidates came to KPU on May 5th. A recommendation will go to the Board from HRC before its next meeting.

I attended the BC Business Council meeting on April 23rd and the Education Program Review Committee of College of Registered Nurses of BC (CRNBC) on April 24th.

On April 27th, I had a public conversation with Gwynne Dyer, journalist and historian about some of his recent writings on climate change and on the Middle East.

On April 29th, I spoke at Carleton University's centre for teaching and learning on the role of personal learning networks and e-portfolios, and on April 30th I attended the BC Association of Institutes & Universities (BCAIU) president's meeting at Vancouver Island University.

On May 1st, I represented KPU, along with Dean of Design Carolyn Robertson, at the Richmond Sunrise Rotary annual gala and auction event.

I joined the Big Bike team to raise money for the Heart and Stroke Foundation in Langley on May 9th, and the wonderful Science Rendezvous at KPU Langley on May 10th. Later on May 10th I represented KPU at the Semiahmoo School annual Jazz Dinner and Dance gala.

On May 12th, I participated in the very successful KPU Foundation Golf Tournament, which raised $55,000 for student scholarships.

May 19th to 22nd saw seven very full and successful convocation ceremonies, with nine honorary degrees awarded, along with the presentation of the 2015 distinguished service and student awards.

Later on May 22nd, I attended the KPU Eagles women's soccer team who hosted the national team of the Cameroon.

On May 25th, I joined an invited panel at the Canadian Association of Research Administrators' meeting in Toronto.

On May 30th to June 2nd, I attended the Canadian Society for the Study of Higher Education in Ottawa.

GOAL 1: To Offer Exceptional Learning Environment Attuned to Learners			
Strategy	**Narrative**	**Status**	**Impact**
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.	We continue to invest in the professional development of administration, faculty, and staff to inform KPU of the latest in new teaching and learning strategies, current and emergent pedagogies, to continue to nurture our unique special purpose teaching university focus	Progressing	Its implementation will allow for the fullest development of our educational delivery infused with current trends and emergent methodologies.
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	The SEM process has engaged multiple stakeholders and incorporated significant internal and external data to propose a two phase implementation process beginning summer 2015. The UT project engaged the full KPU community to devise positive solutions to enrolment challenges.	Progressing	KPU will now have a framework for achieving its projected enrolment growth. The Fall launch of the UT project will transform admissions processes and streamline admissions systems that will be conducive to a positive enrolment outlook.

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:	KPU embarked on an exercise of consultations, some research and administrative discussion aimed at reframing the structure and intent of INSTL	Progressing	The conclusion of the findings from these consultations will determine the precise nature of this academic support unit and will also define the role of the future administrative leader in the unit.
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.	The draft Research plan proposes a number of important partnerships and collaborations that merge scholarly activity with teaching and learning principles. As we develop the practical skills for our teaching we will encourage a full range of scholarly activity.	Progressing	KPU has established a variety of community and industry partnerships that will allow for the full realization of our faculty/student community engagement in research, scholarship, teaching and learning.
KPU will encourage renewal and innovation in our approaches to teaching and learning, by allocating one-time funding to support and update classroom technology.	We continue to implement the installation of appropriate and current technologies into our classroom inventory.	Operationalized	Will allow faculty to deliver consistent educational experiences to our students
KPU will create the "Creative Capital" fund to promote and encourage the cultivation of new ideas around social, cultural, economic, health, sustainability and technological innovation. Funded projects will reflect, sustain and accelerate the goals of the Academic Plan and further KPU's polytechnic university mandate.	The Academic Plan Implementation Task Force is developing terms of reference in collaboration with the Provost Office to launch a call for proposals for Fall 2015.	Progressing	The fund is intended to promote innovation in education delivery.

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.	As post-secondary institutions continue to develop new ways to engage a highly mobile and highly diversified student population, KPU has embarked on a wide ranging approach to providing greater access to more learners through innovative packaging of educational programs, prior learning assessment processes, free e-textbook projects and participating in a transformation of open education practices with universities and institutes around the world.	Progressing	KPU's Open Studies initiatives will allow us to engage learners from all demographics, and geographies, as well as provide a greater number of students with viable means to complete their desired credential. By adopting these innovative practices KPU will position itself in and amongst a number of progressive and prestigious institutions contemplating the learner of today and of the next generation.

GOAL 2: To Increase Experiential Learning Opportunities			
Strategy	**Narrative**	**Status**	**Impact**
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.	The Department for Student Life and Development and the faculty-led CIR:CLE (Community Learning Engagement) engaged in a project to reflect all avenues of community-based learning in a website – www.kpu.ca/experiential The website was launched in May and has been well received. The Strategic Planning Task Force has brought together a broad institutional group (Deans, faculty, Co-op, etc.) to coordinate community-based activity.	Progressing	Gathering a list of credit-based and non-credit based opportunities is a starting point for what is currently happening on campus and who is involved. This will help KPU to improve future outreach, support, development, tracking, and promotion of community-based learning.
Encourage community-engaged scholarship that aims primarily to benefit community life through teaching, discovery, integration and application of learning.	The Experiential Learning website www.kpu.ca/experiential currently hosts more than fifty experiential learning courses—courses that have out-of-the-classroom elements. More than half of these courses are directly community-engaged.	Progressing	This summer the website will provide a tool for discussion amongst community members and encourage a dialogue about ways to increase meaningful collaboration.

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 is responding to research/scholarship opportunities as described in the draft Research Plan. The number of local industries and tech companies have approached KPU to nurture entrepreneurial and technological incubators around clean technology and health especially. opportunities exist for direct faculty or student or combined faculty/student research project and community activity. Community-engaged research is not new to KPU as demonstrated by the work of CIR;CLE, AT-CURA, ISH and ISFS. What is new is that the draft Research Plan provides a focused approach integrating discovery, scholarship, innovation and teaching & learning.	Progressing	The community based research activities will provide real career opportunities for students, meaningful research/scholarship opportunities for faculty and will help integrate KPUs activities into the economic fabric of our region.

GOAL 3: To Define Learning Outcomes and Methods of Demonstrating Student Capability			
	Narrative	**Status**	**Impact**
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	There has been significant progress on developing cultural competencies as outlined in the Internationalization Plan. The Department of Journalism's Visual Media Workshop is leading the way in developing media literacy projects and activities. Indigenous world views are being explored within the content of the proposed Indigenous Community Justice minor in the Faculty of Arts. Other core competencies are in the early stages of development.	Progressing	KPU's approach to competency-based programming will be informed by the full development of these key core competencies.
Align courses and program offerings with well-defined and clearly communicated learning outcomes through curriculum development and program review processes.	Faculty, staff and administrators have participated in learning outcomes presentations and workshops with subject experts Dr. Maureen Wideman from UFV and Liesel Knaack from VIU. A SharePoint site has been established as single point of contact for information and resources on Learning Outcomes activities and events. Outcomes-based approaches initiatives in the Wilson School of Design, Faculty of Science & Horticulture, Faculty of Trades & Technology and Faculty of Arts are addressing alignment of courses and programs with well defined learning outcomes.	Progressing	This activity helps build faculty capacity in the development and implementation of competency-based programming.
Develop, implement and evaluate models to assess competencies and learning outcomes at the course, program and institutional level.	Dr. Thomas Carey (Guelph University) has been working with faculty in the Wilson School of Design and Faculty of Arts around the development of accurate assessment methodologies for experiential learning and learning outcomes-focused education.	Developing	These methodologies will help inform other Faculties develop their own discipline specific assessment of competencies.

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.	Preliminary discussions are taking place aimed at addressing essential skills at the program level. Much work remains to be done	Developing	To be determined

GOAL 4: To Ensure Student Success and Well-Being			
	Narrative	**Status**	**Impact**
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	KPU Internationalization Plan outlines a comprehensive approach to recruitment, retention and global competencies. Internationalization includes a comprehensive approach to a cultural competencies certificate as a value-add to a KPU student's credential.	Progressing	The implementation of the Internationalization Plan will formalize and operationalize positive initiatives to achieve international recruitment goals and develop successful global citizens.
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.	KPU's first Elder in Residence was installed in January 2015. A corresponding Indigenous Protocol was approved by the Aboriginal Advisory Committee May 2015. The Faculty of Arts minor in Indigenous Community Justice is making its rounds through the governance approval process. A high level of activity is underway at the Squamish First Nation trades centre in collaboration with KPU, the ITA and the North School District. The Tsawwassen farm school has been established in collaboration with the Tsawwassen First Nation. A very successful pow wow was held at KPU Surrey in September 2014 and KPU will celebrate National Aboriginal Day with diverse activities on June 22.	Progressing	KPU's profile in the aboriginal community has been positively enhanced by these activities. These activities have generated interest with our regional community partners, industry and government.

Provide an appropriate range of integrated and easily accessible student support services that improve rates of retention, progression through, and completion of studies	The Strategic Enrolment Management plan will identify specific tactics to promote retention and reduce attrition. Foundation of Excellence proposed a First Year Experience project to follow the launch of the University Transitions project in Fall 2015. Institutional Analysis & Planning has developed useful tools to analyse retention data to inform enrolment planning and guide student support initiatives.	Progressing	The SEM plan data and first year initiatives will demonstrate reduced attrition and increased enrolment by Fall 2016.
Ensure educational services and programs provide accessibility to our students with disabilities and incorporate universal design principles for all teaching and learning.	Funding has been provided adaptive software systems for the Department of Services for Students with Disabilities. Universal Design Plan is being prepared, approval of policy HR15 (Diversity and Inclusiveness), Universal Design Plan is being developed and steered by President's Council on Equity and Diversity Policy HR15 on Diversity and Inclusiveness being developed	Progressing	KPU will be able to provide students with up to date adaptive software and a more comprehensive approach to accommodation.
Engage students in the development and establishment of co-curricular programs and activities that enliven their learning and assist with transitions within KPU.	Student Life and Development has surveyed existing co-curricular and extra-curricular opportunities, and has posted them, on the Experiential Learning website. Next steps include reporting on learning objectives attached to current co-curricular/extra-curricular opportunities and delivering a method of tracking, incentivizing, assessing, and recognizing these programs and activities.	Progressing	New co-curricular programs will be proposed to address gaps that exist with existing co-curricular programs.

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.	Student Services provides services, programming, and spaces that foster a welcoming and supportive community and encourage student engagement and success.

Student Services hosts and coordinates space on campus for student events. The First Year Working Group has been formed to initiate and operationalize the many recommendations collected through the Foundations of Excellence survey reports.

Orientation is moving forward to an enhanced university –wide model for Fall 2015 to reinforce support for student success. | Progressing | These coordinated activities enhance student participation in campus community life and encourage student well-being. |
| 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 | The Department of Student Services is in continual discussion with the KSA to identify and fund additional finesse and wellness facilities around ca. The Birch building renovations will provide Mental well-being; Update on recreational programs forthcoming | Progressing | These activities will enrich campus life and nurture a greater sense of campus as a community. |

KPU will develop a comprehensive Mental Health strategy for the full university community.	Our mental health strategy, presenting under way, integrates diverse discussions and practices being developed across the post-secondary sector. Faculty and administration have attended and participated in diverse webinars, workshops and conferences to build an internal capacity to deliver a comprehensive mental health strategy for the whole community. The Human Resources Department is leading this initiative in collaboration with Student Services and the KSA.	Progressing	This initiative sends a clear signal that the mental well-being of the KPU community is of the utmost importance to the university. The full impact of this strategy will reveal itself over time.

Agenda Item: **Strategic Enrolment Management Plan**

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

Recommended Resolution:	**THAT the Board of Governors, with the approval of Senate, approve the Strategic Enrolment Management Plan.**

Board Committee Report:	*At the May 13, 2015 and May 14, 2015 meetings, the Board Governance and Board Finance Committees respectively reviewed and approved the Strategic Enrolment Management Plan (SEM) for recommendation to the Board of Governors. Senate approved the SEM at its May 25, 2015 meeting.*
Key Messages: *[maximum of three]*	1. **Launches the realization of the fundamental strategies of VISION 2018 Strategic Plan.** 2. **This is KPU's first comprehensive enrolment plan which will fully integrate systems, staffing, policies, budget, training and service towards targeted enrolment goals.** 3. **Senate approved the SEM Plan at its May 25, 2015 meeting as required by the University Act, Sec 27(2)(r).**
Context & Background:	This document is a culmination of diverse conversations and consultations within the KPU community. As per the recent memo from the Board of Governors regarding the University budget, KPU Administration has committed to maintain SSCAPP and SSCUB with periodic updates on the development of the enrolment plan. Given the strategic and financial implications of this document, we respectfully submit this draft plan to the Board Governance and Board Finance Committees for recommendation to the Board.
Resource Requirements:	*n/a*
Implications / Risks:	*n/a*
Consultations:	*Polytechnic University Executive, Academic Council, Council of Deans, Senate Standing Committee on Academic Planning & Priorities and Senate.*
Attachments:	*Strategic Enrolment Management Plan*
Submitted by:	*Dr. Sal Ferreras, Provost & Vice President, Academic*

Date submitted: *May 28, 2015*

Strategic Enrolment Management Plan 2015-18: Phase 1

Prepared by:

Dr. Sal Ferreras, Provost and Vice President, Academic and the Strategic Enrolment Management Planning Task Force

May 25, 2015

Table of Contents

1. Introduction

KPU embarked on a strategic planning process in 2012 that culminated in an ambitious guiding document titled VISION 2018 Strategic Plan. This document outlines three overarching themes that focus on our educational mission, our place within our region, and our standing in the community. Central to that plan is a VISION to provide access to the continually growing number of secondary school graduates, adult learners, and those retraining for new careers and individuals whose circumstances prevented their full participation in post-secondary education.

KPU is building a concise and multi-phase plan that will use quantitative and qualitative measures, data and broad consultation to guide and inform our enrolment practices for the next three years and quite likely beyond.

This Strategic Enrolment Management plan (SEM) will focus first on the 2016/2017 academic year with a clear intention to initiate its second phase before 2016 to channel our activities in the years leading to our new KPU Strategic Plan in 2018/2019.

SEM Planning at KPU

KPU's SEM planning has been a multi-stage process. Over the past two years activity has intersected all academic and academic support areas. The focus to date has been in the areas of branding, recruitment, and establishing the foundations for a comprehensive approach to enrolment management. The most significant achievements to date are the launch of the University Transitions Project, the adoption of the sentinel strategic documents that guide the planning (VISION 2018 Strategic Plan and Academic Plan 2018) and the important policy framework that enables and supports enrolment success. With this solid foundation in practice and policy we can ensure the launch of a successful KPU Strategic Enrolment Management plan that will support our regional mandate and ensure our operational sustainability.

Since 2011/13, enrolments, both headcounts and FTEs, have been stable, with slight increases each year

SEM planning is a systematic, collaborative, evidence-based, cyclical process that is tied to strategic, academic and budget plans. It covers both recruitment and retention, with a special focus on student success. The resulting plan serves as a roadmap for the achievement of the institution's priorities and strategic goals.

Figure 1.1 illustrates a comprehensive model and approach to the development of a SEM plan.

Figure 1.1: SEM Planning Model

© Smith, 2008[1]

The foundation for all successful institutional initiatives is the identification and communication of a clear mission and corresponding targeted goals. Our SEM plan supports specific goals of VISION 2018 Strategic Plan (approved by Senate and the Board of Governors in June 2013) and the KPU Academic Plan 2018 (approved by Senate and the Board in June 2014) as outlined below.

Our 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 2018 Strategic Plan Goals:

▪ Develop a comprehensive SEM plan directed towards traditional and non-traditional, domestic and international learners to support strategic growth

▪ KPU's operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population.

▪ Meaningful community engagement

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[1] Clayton Smith, Vice Provost, Students and Registrar, University of Windsor, Strategic Enrolment Management at the University of Laval: Core SEM Concepts, http://www1.uwindsor.ca/sem/theory

- Expanded educational access

Academic Plan 2018 Goals:

- Promote increased participation by Aboriginal peoples in the Lower Mainland of B.C. through the strengthening of recruitment of Aboriginal learners and support

- Provide an appropriate range of integrated and easily accessible student support services that improve rates of retention, progression through, and completion of studies.

- Ensure educational services and programs provide accessibility to our students with disabilities and incorporate universal design principles for all teaching and learning.

- To expand our international recruitment, encourage diversity among the student body, and create real and virtual spaces that facilitate interaction between domestic and international students.

A concurrent and foundational element of SEM planning is the assembly of critical and accurate data that provides the solid evidence to inform decision-making. This data is being obtained from both internal sources, historic and present, from municipal, provincial and national databases and from specially commissioned studies that will allow KPU a unique and focused portrait of our opportunities and challenges.

Once goals are identified and communicated to the community that helped develop them, SEM planning progresses to address operational considerations so the goals can be achieved. This may include staffing and system structures, KPU-specific models of user services, the implementation of system solutions, training and internal communication approaches.

KPU's SEM process is a two-phased approach to the proper management of our enrolment objectives for the 2018/2019 academic year. Every year of the plan we will review our progress and adjust our tactics to remain on task and on track.

Phase One is focusing on:

- Establishing sound Faculty enrolment targets focusing on the 2016/2017 academic year

- Extracting and analyzing essential data to inform our approach, including enrolment, retention and completion trends, utilization rates and waitlist data, and other measures to identify opportunities for growth and areas of weakness that need addressing. The charts and graphs presented in this document give a high level snapshot of some of the relevant trends in the data

- Identify the critical recruitment and retention issues, address barriers, and examine capacity issues and other factors necessary to achieving the vision

- Provides a vision and tactical suggestions to move forward to our second phase

Phase Two will:

Although the number of new students enrolling at KPU has been declining, overall enrolment has been stabilized as a result of improved retention strategies

- Consolidate additional data

- Analyze and synthesize findings

- Refine enrolment targets

- Formalize retention strategies

- Identify and focus activity towards targeted domestic and international markets

More specifically Phase Two will enable KPU to address four essential components:

- Environmental scan, including:
  - a competitive analysis of supply and demand in program and course areas offered by our competitors
  - and other information as required for decision making

- For each Faculty, a plan that identifies:
  - the Faculty's vision over the next 3-5 years, including opportunities for new programs, and existing programs that need to grow or contract in response to demand and identified need
  - enrolment targets, by type of student (domestic/international, high school/transfer/adult re-training, new students/continuing students, as applicable)

- A marketing and recruitment plan to achieve the enrolment targets, for each segment of the market: domestic/international, high school/transfer/adult re-training, and sector- or industry-tailored professional studies and specific program target areas.

- A retention plan, with targets for student retention, and strategies to ensure that the recruited students are successful.

Budget Modeling and the SEM Plan

KPU faculty, staff, and administration participated in a Resource Planning Task Force exercise that examined our internal systems and proposed operational and structural improvements and innovations to enhance our operational efficiency. One of the most important items discussed and adopted was to review and replace our incremental budget model in favour of one or more available models presently used in a variety of other post-secondary institutions. While no single model will address all operational units, the single model used for costing and accounting in all academic programs will rely heavily on the data and analyses that will emerge from the SEM plan.

The SEM plan will become a major driver of future budget planning at KPU beginning with the 2016/17 budget. Although the 2015/16 budget will primarily be a roll-over budget of the status quo, KPU will continue to explore efficiencies and test other budget models that may help inform our actions towards a SEM-guided alignment of enrolment priorities and targets to match program development, student support, success and corresponding resource allocations.

2. Environmental Scan

Institutional Analysis and Planning, with support from selected individuals from our Information and Educational Technology, recently unveiled a series of dashboards on enrolment, utilization, grades and retention that provide data at the course, program, credential and Faculty level. These powerful dashboard tools will enable administrators to more accurately analyze current trends and produce meaningful and informed forecasts regarding program and course enrolment, credential completion, and attrition reduction. The environmental scan that follows includes some highlights from these dashboards.

Student Demand

Population Projections

The KPU region is the fastest growing region in the province. According to BC Stats, the KPU region will continue to grow at a faster rate than the overall population of BC; the population of the KPU region is projected to grow by 20% between 2014 and 2024, compared to 14% for BC. By 2034, the difference in growth rates will be even greater, with an increase of 39% for the KPU region compared to 26% for BC.[2] However, the population projections vary by age group, with the largest growth in the oldest segments of the population (see Figure 2.1).

Figure 2.1: Figure 3.2: Population Projections by Age Group for KPU Region: 2014-2034


Source: BC Stats P.E.O.P.L.E. 2013
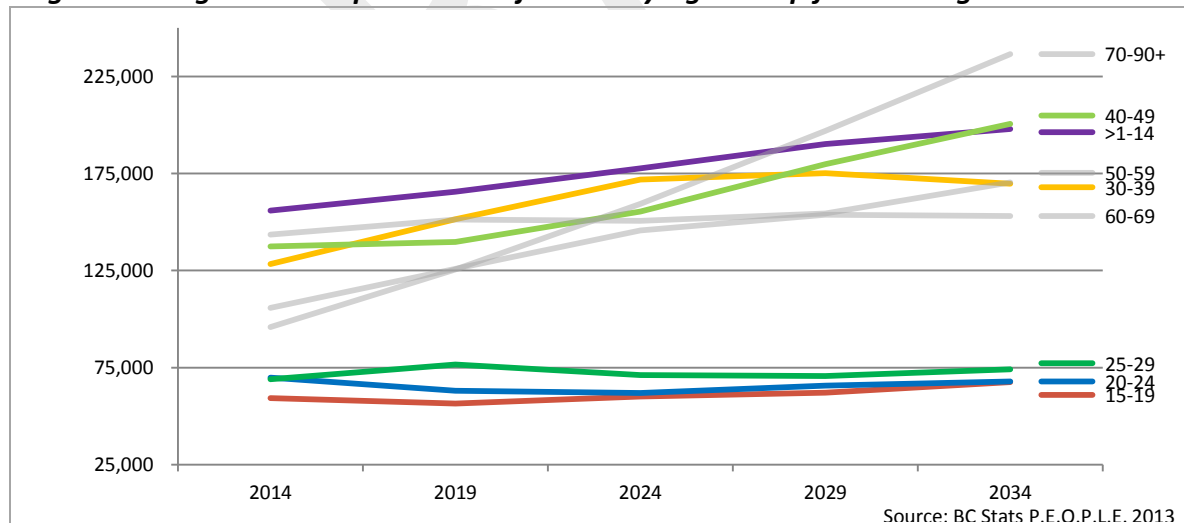
The population projections for the most relevant age groups for post-secondary education, 15 to 29 year olds, are portrayed in Figure 2.2, separately for two time periods: 2014 to 2024 and 2024 to 2034. For the period 2014 to 2024, this population is

---

[2] P.E.O.P.L.E. 2013, BC Stats

expected to decline in size, while from 2024 to 2034 this age group will increase. The pattern is the same for all of BC, except that the decline from 2014 to 2024 is expected to be less in the KPU region, while the growth from 2024 to 2034 is expected to be greater in the KPU region.

Figure 2.2: Projected Population Growth by Age Group

Source: BC Stats P.E.O.P.L.E. 2013
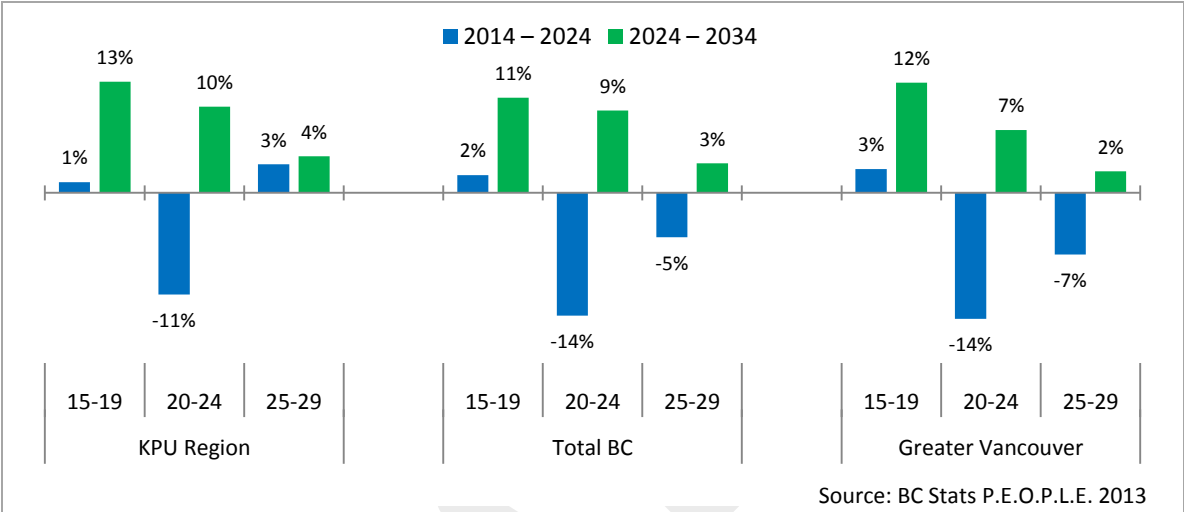
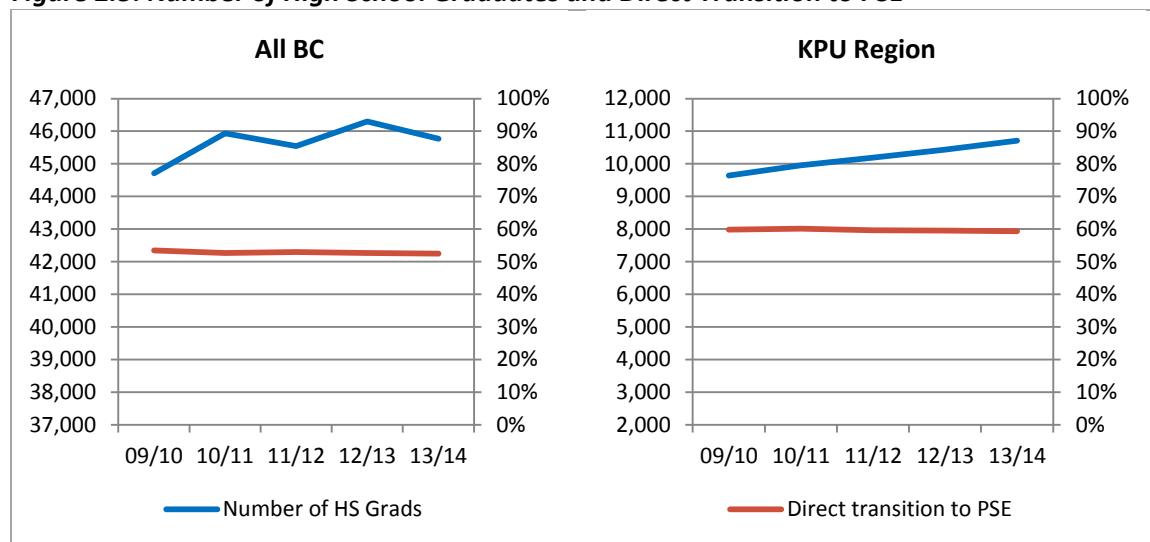## High School Graduate Transition in the KPU Region

Figure 2.3 portrays the number of high school graduates over the last five years, and the percent that transition to post-secondary education (PSE) directly after high school. In BC as a whole, the number of high school graduates is beginning to decline, while they are still increasing in the KPU region. The percent of graduates who go directly to PSE is higher in the KPU region that it is in the province as a whole. In the KPU region, the rate has remained stable at around 60%, compared to about 53% provincially. When we consider graduates who delay transition to PSE, the pattern remains the same: a higher rate transition to PSE in the KPU region than in the province as a whole.

KPU is the top destination for high school grads in Delta and Surrey that go on to PSE

Figure 2.3: Number of High School Graduates and Direct Transition to PSE

High school graduates have many post-secondary choices in the lower mainland. The number of high school graduates in the KPU region that transition to PSE directly after high school that go to other institutions exceeds the number that come to KPU, as shown in Figure 2.4. Over time, the portion of high school graduates that go directly to PSE that come to KPU has been declining, from 31% in 2009/10 to 26% by 2013/14. When delayed transition is considered, the pattern remains the same.

Figure 2.4: Number of High School Graduates that Transition Directly to PSE by Destination Institution
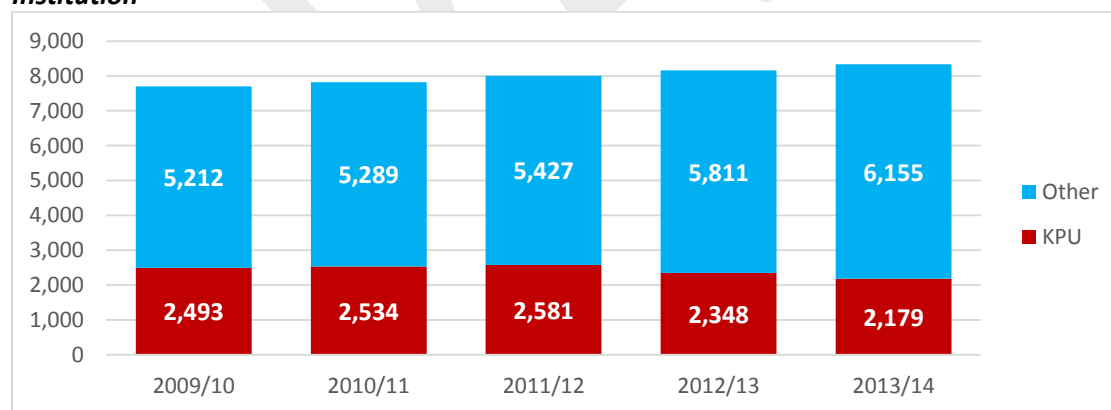

There is considerably variability across school districts in the KPU region, both in the portion of high school graduates to go directly to PSE, and in the portion of those who come to KPU.

KPU Enrolment Trends

Consistent with the decline in the number of high school graduates in the KPU region, FTE enrolment for domestic students is also in decline, as shown in Figure 2.5. As

domestic enrolment declined, the recruitment of international students has brought about an increase in FTE enrolments for international students. Figure 2.6 shows the distribution of international students based on the Faculty in which the student is registered. Business attracts more international students than any other Faculty and this tendency is increasing. Although the Faculty of Academic and Career Advancement has the second largest share of international students, its numbers have not increased. International enrolment in Arts has grown by 20% while Science and Horticulture has seen a tripling of their international student enrolment.

Figure 2.5: Domestic and International FTE Enrolment by Academic Year: 2009/10 to 2013/14
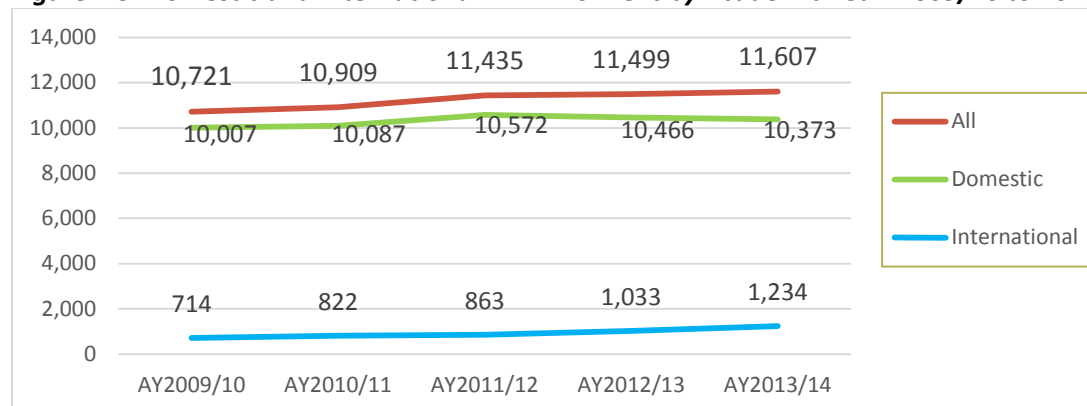
*Figure 2.6: Distribution of International FTE Enrolment by Faculty*
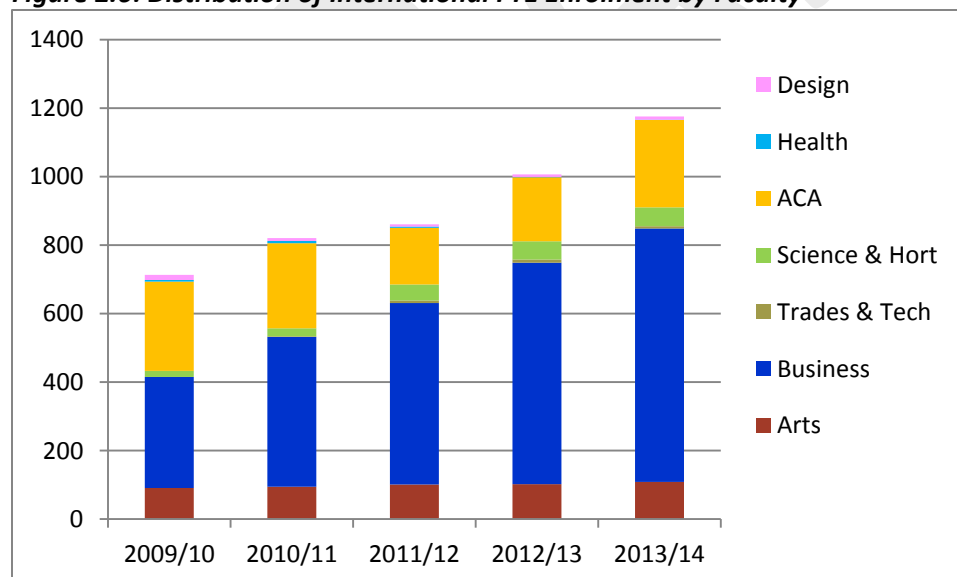
Note: totals in Figure X are not identical because some students were not registered in any Faculty

Enrolment of Aboriginal students at KPU has been increasing. The distribution of Aboriginal students by Faculty is shown in Figure 2.7. The majority of Aboriginal students are registered in the Faculties of Arts, Trades and Technology, and Business.

Figure 2.x: Distribution of Aboriginal Headcount Enrolment by Faculty
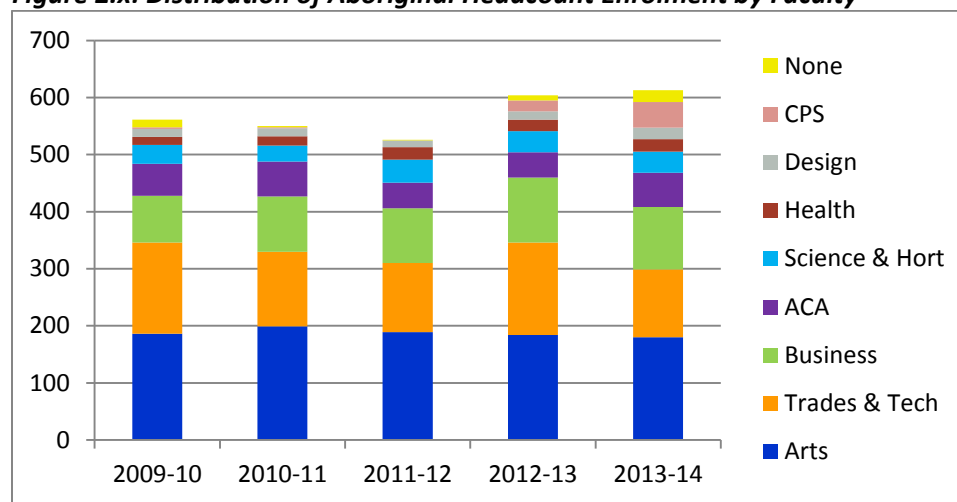
Source: Central Data Warehouse

Since becoming a university in 2008, KPU has been increasing the number of degree programs it offers. This evolution has been accompanied by a sharp growth in FTE enrolments in degree programs, as shown in Figure 2.7. While enrolment in degree programs has increased, enrolment in associate degree and diploma programs has declined, although at a much slower rate than the rate of enrolment growth in degree programs. It should be noted that KPU has discontinued a number of associate degree programs in favour of corresponding diploma and degree programs. Figure 2.7 allows us to compare our progress with all Teaching Intensive Universities (TIUs). KPU's growth in Baccalaureate degrees granted is about triple that of all TIUs combined (which includes KPU). On the other hand, the graph also indicates that we are substantially behind in developing Post-Baccalaureate credentials.

Figure 2.7: FTE Enrolment by Type of Credential Sought
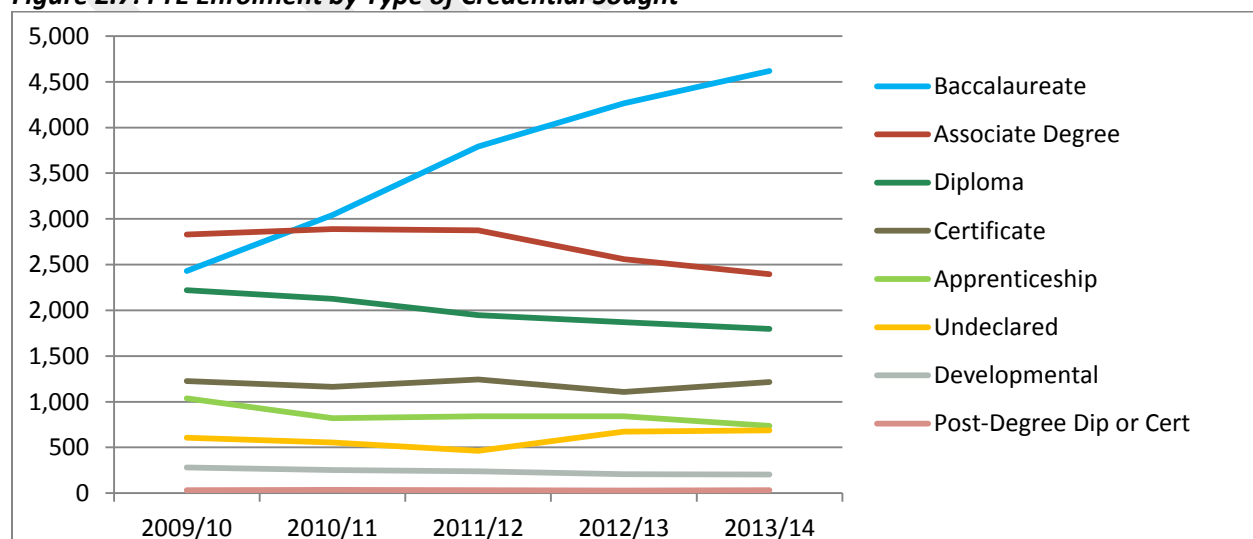
Source: Central Data Warehouse

Figure 2.8: Change in Enrolment from 2009/10 to 2013/14 by Credential: KPU vs. All Teaching Universities
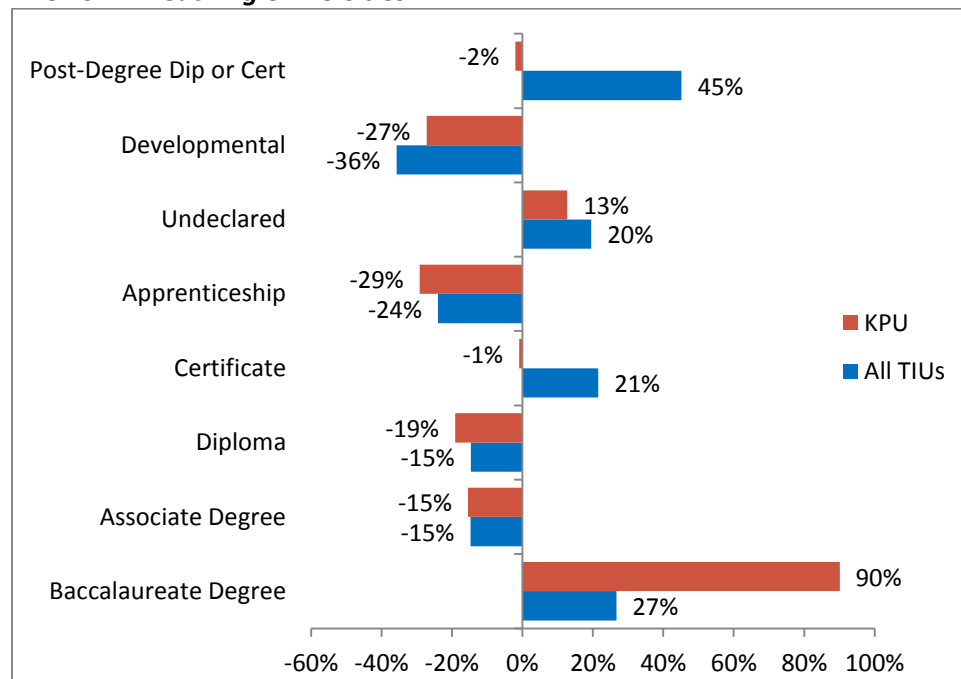
There are two ways to consider enrolment trends by Faculty. Figure 2.9 shows trends based on the faculty in which the student is enrolled, while Figure 2.10 shows trends based on the courses the faculty delivers. The Faculties of Arts and Business have the largest enrolments. Registration in business programs is growing, while registration in arts programs is shrinking. However, in terms of the courses delivered, there is a slight decline in the number of students that business is teaching, and an increase in the number of students taking courses offered by the Faculty of Arts. The Faculty of Health is also showing growth, both in terms of number of registered students and students taking the courses they deliver. Enrolments in the other Faculties are relatively stable.

Figure 2.9: FTE Enrolment by Student Registration in particular Faculties*
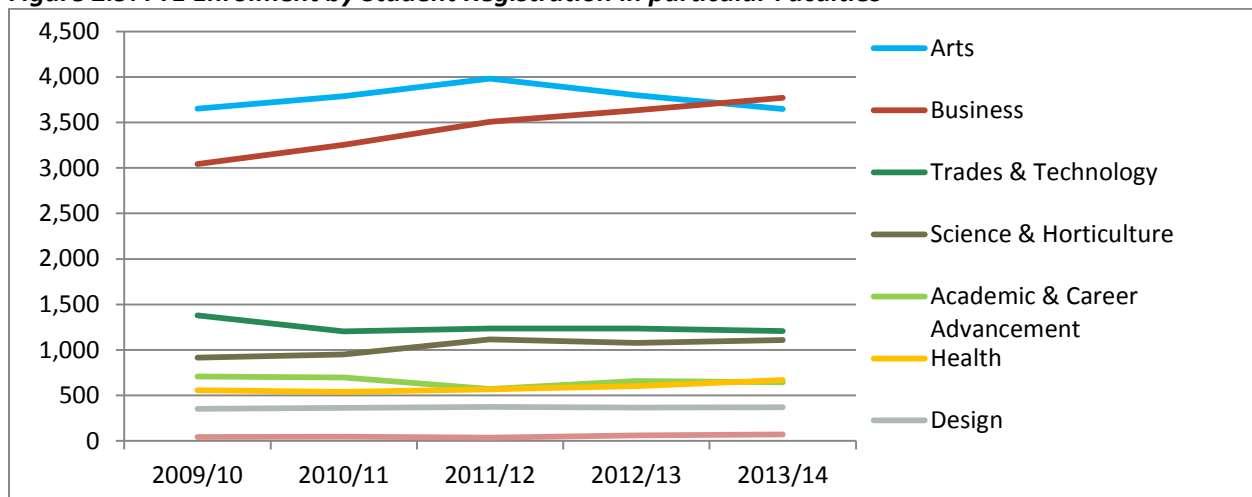
*Based on the Faculty in which the student is registered

Figure 2.10: FTE Enrolment based on Courses delivered by specific Faculties.
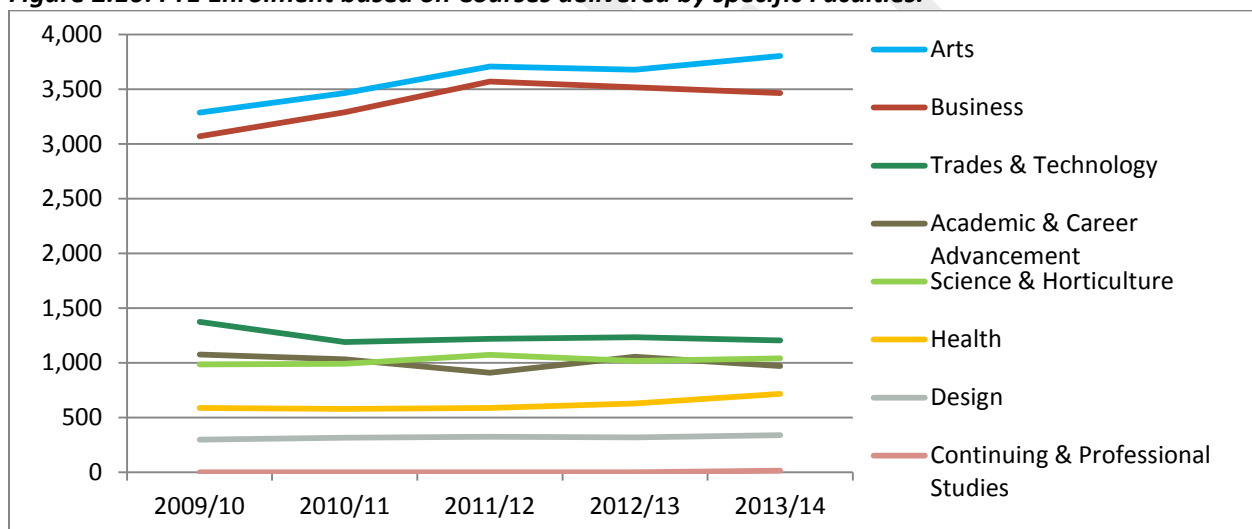
Utilization

Utilization refers to the portion of the seats offered that are filled. Utilization rates, shown in Figure 2.11, vary by Faculty, and by year, with declines in all except Business and ACA

Figure 2.11: Utilization Rates by Academic Year and Faculty

All

	2009/10	2010/11	2011/12	2012/13	2013/14
	80%	80%	81%	79%	78%

ACA

	2009/10	2010/11	2011/12	2012/13	2013/14
	72%	63%	63%	75%	77%

Arts

	2009/10	2010/11	2011/12	2012/13	2013/14
	84%	87%	87%	82%	80%

Business

	2009/10	2010/11	2011/12	2012/13	2013/14
	83%	85%	85%	83%	84%

Design

	2009/10	2010/11	2011/12	2012/13	2013/14
	84%	87%	85%	83%	77%

Health

	2009/10	2010/11	2011/12	2012/13	2013/14
	71%	74%	77%	69%	67%

Science & Hort

	2009/10	2010/11	2011/12	2012/13	2013/14
	78%	78%	82%	76%	74%

Trades & Tech

	2009/10	2010/11	2011/12	2012/13	2013/14
	85%	72%	74%	79%	68%

Retention

Figure 2.12 shows the number of new students and the number retained into the second year. Also shown is the retention rate, the percent of first year students that return to KPU in the second year. Although the number of new students has declined somewhat, retention has improved, with the result that the number of students being retained is relatively constant.

Figure 2.12: Retention from First Year to Second
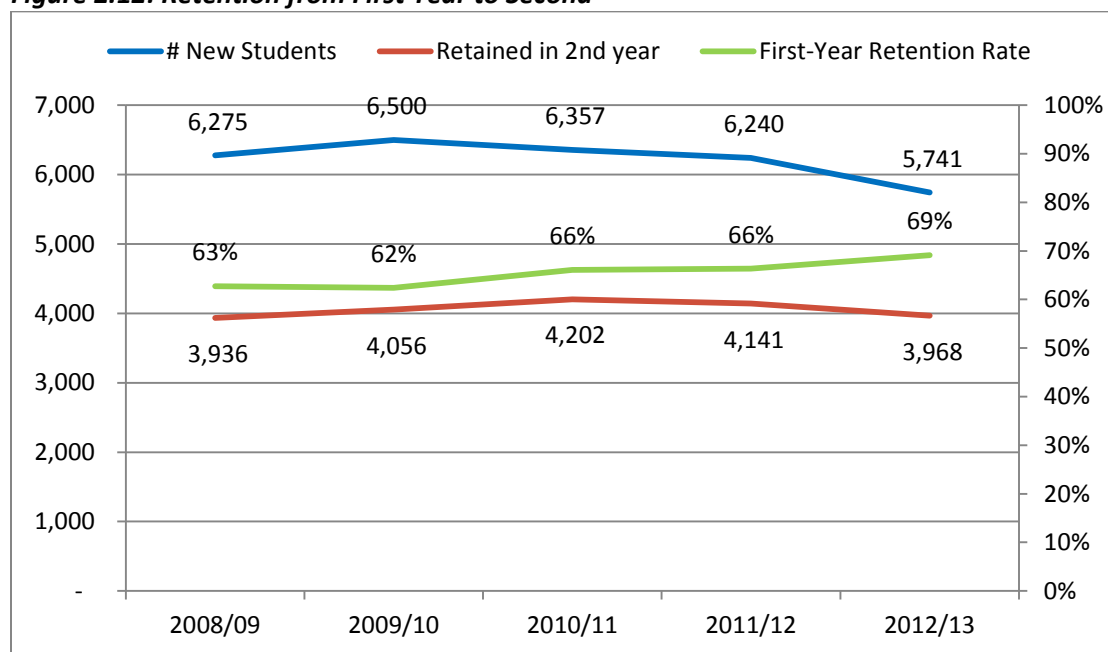
An essential element of any retention strategy remains the attention paid to first year attrition. The SEM plan will propose concise strategies to reinforce our progress in reducing attrition while also launching the recommendations of the Foundations of Excellence collaborative exercise and report.

Accountability to Government

As part of our accountability to government, KPU is assessed on a number of performance measures. Figure 2.13 shows KPU's performance on the measures relevant to enrolment and retention. Performance targets and an assessment of KPU's performance are also provided. KPU is achieving its targets is all areas assessed with the exception of Developmental enrolment. Due to the changes in the funding model for Developmental, AVED is currently not assessing performance on this measure.

Figure 2.13: KPU's Performance on AVED's Measures relevant to Enrolment and Retention 2013/14

Capacity: The number of domestic student spaces (FTE) at KPU will equal or exceed the Ministry overall student FTE targets. (AVED)			
2013/14 Target > 9,097 FTEs	2013/14 Actual 9,309 FTEs	Performance Assessment **Achieved**	2014/15 Target > 9,077 FTEs

Capacity: The number of Nursing and other Allied Health student spaces at KPU will equal or exceed the Ministry student FTE targets for Health and Allied Health Programs. (AVED)			
2013/14 Target > 716 FTEs	2013/14 Actual 665 FTEs	Performance Assessment **Substantially Achieved**	2014/15 Target > 716 FTEs

Capacity: The number of student spaces in ABE, ESL, and ASE programs at KPU will equal or exceed the Ministry student FTE target for Developmental programs. (AVED)			
2013/14 Target > 968 FTEs	2013/14 Actual 762 FTEs	Performance Assessment **Not Achieved**	2014/15 Target **TBD**

Note: No target has been established for 2014/15 due to all the funding changes in this area.

Access: Maintain or increase the number of Aboriginal student spaces (FTEs). (AVED)			
2013/14 Target Descriptive measure	2013/14 Actual 370 Total Aboriginal FTEs (AVED: 253; ITA: 118)	Performance Assessment **Not Assessed**	2014/15 Target Descriptive measure

Note: AVED does not provide targets for this measure so it has not been assessed. Beginning in 2014/15, KPU will
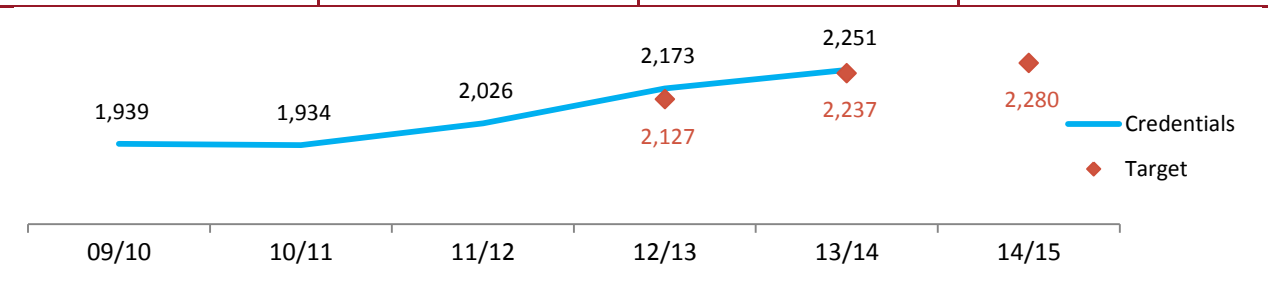
be assessing this measure based on a target established by KPU.
Capacity, Quality & Relevance: The number of credentials awarded by KPU each year will equal or exceed the Ministry target. (AVED)

2013/14 Target > 2,237 awarded	2013/14 Actual 2,251	Performance Assessment **Achieved**	2014/15 Target > 2,280 credentials

The total number of credentials awarded calculated by AVED is the average of the three most recent fiscal years (2011/12, 2012/13, and 2013/14). Developmental credentials are included. Apprenticeship, short certificate, and other credentials are excluded. The Student Transitions Project (STP) is the data source for credentials awarded. The target is calculated using the institution's actual FTEs and takes into consideration the average program length.

Figure 2.14 provides information on KPU's performance on its Industry Training Authority (ITA) funded programs. ITA assesses performance based on seat utilization. KPU has achieved these targets.

Figure 2.14: KPU's Performance on ITA Seat Utilization Targets for 2013/14 Fiscal Year

Program Type	Target	Performance	Assessment
Apprentice	83.4%	90.8%	Exceeded
Foundation	94.5%	99.4%	Exceeded

In addition to the above measures, every year, KPU produces an Accountability Plan and Report that provides a comprehensive assessment of our performance, as well as progress toward achieving VISION 2018 Strategic Plan.

Other Considerations

KPU International has recently completed its first KPU Internationalization Plan aimed at focusing our activities to support and enhance international participation and consolidate partnerships that will allow a continuous flow of international students to our University. The plan also proposes a variety of strategies to develop our internal internationalization initiatives. This plan will develop global competencies that will elevate KPU's standing amongst its peers by nurturing an inclusive and highly engaged university community as a favoured destination for domestic and international students.

Aboriginal participation continues to grow at KPU. The recent installation of an Elder in Residence provides an even more welcoming environment for Aboriginal students. The adoption of a *Protocol for the Establishment of an Indigenous Elder in Residence*,

presently under final review, the success of our Fall Pow-Wow and the establishment of undergraduate Minor in Aboriginal Community Justice and finally our successful ventures in Trades Training in collaboration with the Squamish Trades Centre are all examples of KPU's commitment to expanding our Aboriginal participation and attracting new learners from diverse Aboriginal communities.

The implementation of our SEM plan will begin to develop strategies to address the present gaps that prevent students in two of our campuses, Richmond and Langley from completing full degree programs without having to travel to other campuses. The opportunity that is before us will allow students a choice between choosing KPU rather than the present other viable one-campus completion options available at Langara College and the University of the Fraser Valley.

As a complement to the data produced in-house and that accessed through the provincial Central Data Warehouse, KPU has engaged the services of Hanover Research and Ipsos Reid to conduct important surveys and analyses regarding community perception of KPU, as well as a preliminary economic impact study of our region. Further research will soon be commissioned to define the target market and potential reach of our new campus at Civic Plaza. These studies will greatly influence decision-making from marketing to recruitment to programming.

3. Strategic Enrolment Goals

Enrolment Growth

Enrolment growth will be guided by select principles arrived at through multiple consultations and operational discussions with all relevant stakeholders. Principles will include but not be limited to:

KPU will:
- Recognize that KPU must respond to our regional and provincial mandate by addressing social, cultural, economic and industry educational imperatives
- Embrace and adapt to the diverse demographic reality of a four-campus/four-city institution
- Meet student and industry demand across academic, applied, vocational and developmental areas
- Ensure that growth in student numbers is accompanied by growth in student support
- Recognize that not all enrolment management decision-making will be driven by quantitative measures.
- Consider more intangible elements in enrolment management planning to enrich our educational delivery and mandate such as social responsibility, artistic sensibility, student/faculty scholarship, and cultural breadth, amongst many other elements
- Administer program development and growth by generating sustainable revenue and ensuring recovery of costs
- Respond to evolving government mandate and policy development
- Focus expansion and diversification of our international marketing strategies
- Maintain and nurture program, course and service currency, innovation and quality assurance as a means of recruitment and market differentiation

There are two components to enrolment growth: growing enrolments in existing programs, and growth through offering new programs. Figure 3.1 provides estimates on enrolment growth for each faculty, separated into existing programs and new programs. Growth expected for existing program is based on two factors: meeting student demand, and adding senior-level courses to existing degree programs. Based on the information available to date, enrolment for 2016/17 is expected to be 3% higher than current levels, including 2% for current programs based on student demand, and 1% increase for new programs that are in planning.

We anticipate recent changes in Adult Upgrading by regional school district partners will result in additional enrolment opportunities for our Faculty of Academic and Career Advancement

Figure 3.1: Estimates of Enrolment Growth by Faculty for 2016/17*

Faculty	Current Programs	New Programs	Total Growth
ACA	0%	0%	0%
Arts	1%	0%	1%
Business	2%	2%	4%
Design	4%	4%	8%
Health	0%	0%	0%
Science	7%	3%	10%
Trades	0%	3%	3%
Overall	2%	1%	3%

Based on Projections provided by each Faculty

*Where projections are not available we have used 0% for estimating total growth

Total growth for KPU is a weighted average across Faculties, based on headcount

4.   Going Forward

Once the SEM plan has been approved, work will begin on the implementation of the various components, such as international recruitment and marketing plans, retention plans, and other plans as required, to address capacity issues and programming changes.

In the past, KPU recruitment efforts focused on high school visits and career fairs. While these remain important areas of potential learners, our Marketing and Recruitment staff have redirected and focused our domestic recruitment activities to reflect a much more eclectic regional learner population south of the Fraser region. Marketing and Recruitment activities have encompassed general branding and awareness campaigns, open houses, high school and career fair visits, advertising in print, social media, transit, radio, shopping malls, and all relevant KPU events. The creation of the office of International Recruitment and Admissions to focus on the recruitment, retention and success of international students has allowed that unit of KPU to service very specific and important present and emerging markets. A third and significant area of recruitment has been the renewal of Continuing and Professional Studies offerings that are already allowing KPU to reach an entirely different community of life-long learners and provide industry-specific short-term training in person and online. Once specific enrolment targets have been developed, the domestic and international recruitment and related marketing plans will be updated to include strategies to achieve these targets.

Marketing and Recruitment Plans

The next generation of marketing and recruitment plans will be developed over this 2015/2016 academic year utilizing the wealth of new data and analysis available for the first time at KPU as a result of this SEM plan. This data will be reviewed alongside the faculty plans, Academic Plan 2018 and VISION 2018 Strategic Plan, to meet our recruitment, retention and completion goals. General KPU branding and awareness initiatives will be targeted to the priorities set forth through the SEM plan as we build marketing and recruitment campaigns to achieve our stated enrolment goals.

Foundations of Excellence

In the summer of 2015, KPU will begin implementation of the Foundations of Excellence Project recommendations related to improving the first year experience of KPU students to improve retention and student success.

Foundations of Excellence (FoE) is a comprehensive, externally guided process a university can use to improve the quality of the first year experience. Guided by years of research and the John N. Gardiner Institute for Excellence on the First Year Experience,

the FoE process is managed internally by a university-wide task force, comprised of students, staff and faculty. In the Fall of 2011 over 120 individuals participated in KPU's FoE Task Force. After a year's work, recommendations for the improvement of activities ranging from a student's first contact with KPU through to completion of their first year were made to the Polytechnic University Executive.

The FoE recommendations concerning admissions and transfer credit were then rolled into the work of the Admissions Framework project which begun in 2012, culminated in Senate approval in June 2013, and are now being implemented under the auspices of the transformative University Transitions Project. Through 2015 and 2016 we will begin to see the results of four years of campus-wide planning and strategizing about how KPU can best support a diverse range of students from first entry through the all-important first year.

What we know:

- KPU delivers post-secondary education in a region that is partially still experiencing population growth. We anticipate that the rate of youth exiting high school into post-secondary will plateau in the next two or three years, however, the rate of immigration to our region continues to increase.

- There is a growing market interest in programs that lead to degrees, post-baccalaureate credentials, and job-ready training. These are integral components of our educational delivery scope although post-baccalaureate programs remain to be developed in any substantial number at KPU.

- International students continue to choose KPU as a destination for their education either as degree completion or as post-degree international experiences.

- Recent changes to ESL and Adult Upgrading tuition policies may affect current and future enrolment. Past evidence has demonstrated that shifts from tuition to non-tuition and back to tuition-bearing courses show no significant effect on stable enrolment. Tuition policy changes at KPU come into full effect in September. We will assess any adjustments to forecasts after the stable enrolment date for the Fall offerings.

- The establishment of the University Transitions Project is meant to enhance our ability to place students into programs and courses and to ensure their success. One important component of that project is the establishment of a higher level of English language competency. This may have an impact on International enrolment until such a time as the international community is made fully aware of the fact that we have a corresponding Pathways program that will allow us to admit international students, prepare them for their program level of English language competency and to stream directly into the programs that attracted

them to KPU. As of September our English language admission level will be IELTS 6.5. This is a level one half to one percentage point higher than many of our local competitors.

What we want to know:

- KPU's SEM plan will develop solid data on where our individual target markets are in and around our four (and soon five) campus areas.

- We need to have a better sense of what our competitors are offering.

- We want to identify new and future international markets

- We want to devise comprehensive approaches to enrolment growth through data-driven program development.

- We want to enhance our student support mechanisms to ensure student retention and program or course completion

- We want to explore new markets and new ways to engage our communities in experiential learning and research partnerships

What we will do with what we find out:

- KPU will fully realize both Phase One and Phase Two of this SEM plan by developing, implementing and measuring the success of our efforts at establishing and achieving set targets and goals

- We will develop comprehensive training and communications aimed at familiarizing and acclimatizing the KPU community to a precise and integrated enrolment management practice

- We will engage in a widespread consultation process with all relevant groups within and outside KPU to achieve a community buy-in and to galvanize our energies towards a common purpose.

SEM steering committee:
Sal Ferreras - Chair
Lori McElroy
Jane Fee
Joanne Saunders
Betty Worobec
Zena Mitchell
Natalie Walker

Groups and units being consulted:
Polytechnic University Executive
Senate Standing Committee on Academic Planning and Priorities
Academic Council
Council of Deans
Financial Services Department
Institutional Analysis and Planning
KPU International
Office of the Registrar
Marketing and Recruitment
University Space Planning
Student Services
Information and Educational Technology

Agenda Item: **Senate Report March 30, April 27 and May 25, 2015**

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

Recommended Resolution:	**N/A**

Board Committee Report:	N/A

Key Messages: *[maximum of three]*	1. Notes from Senate for March 30, April 27 and May 25, 2015 are attached.
Context & Background:	
Resource Requirements:	N/A
Implications / Risks:	N/A
Consultations:	
Attachments	*1. Notes from Senate March 30, April 27 and May 25, 2015.*
Submitted by:	*Alan Davis*
Date submitted:	*May 26, 2015*

Notes from the Senate meeting of March 30, 2015

The following items were approved at the March 30, 2015 Senate meeting:

- Program revisions to
    - Bachelor of Design in Product Design
    - Diploma in Business Administration, as amended
    - Bachelor of Technology in Information Technology and Bachelor of Technology in Information Technology Co-op Option
    - Diploma in Computer Information Systems and Diploma in Computer Information Systems Co-op Option
    - Post Baccalaureate Diploma in Human Resources Management
    - The addition of a Co-op Option to the Post Baccalaureate Diploma in Human Resources Management
    - Pending Bachelor of Business Administration in Communications
    - Bachelor of Science Major in Health Science
    - Science Diploma
    - Graduation requirement for the Chip and Shannon Wilson School of Design degree programs
    - Admission requirements, Certificate in Advanced Farrier Training
- Program proposal for a Minor in Plant Health
- Revision to the "Mature Applicant Category" as stated in AR2 (Procedures) as follows:

    Mature
    An applicant who will be 19 years of age or older on the first day of classes who is not a secondary school graduate (or equivalent), and has attempted fewer than 24 credits above preparatory level may be admitted as a mature student, or at the discretion of the Registrar.

- Appointments to Senate Standing Committees
    - Senate Standing Committee on Library
        - Marti Alger, faculty member who is not a member of a Faculty (not a Librarian)
    - Senate Standing Committee on Program Review
        - Jessica Bayntun, faculty member, Chip and Shannon Wilson School of Design
- Graduates to March 30, 2015

Notes from the Senate Meeting of April 27, 2015

The following items were approved at the April 27, 2015 Senate meeting:

- The Full Program Proposal for the Bachelor of Arts, Major in Human Services for recommendation to the Board of Governors
- The program proposal for a Minor in Biology for recommendation to the Board of Governors
- Program revisions to
  - Bachelor of Science in Nursing (BSN) program for the 2015/16 cohort
  - Bachelor of Psychiatric Nursing (BPN) program for the 2015/16 cohort
  - Bachelor of Arts, Minor in Language and Culture
  - Bachelor of Journalism
  - Bachelor of Arts, Major in Psychology
  - Bachelor of Science in Applied Psychology
  - Bachelor of Arts, Major and Minor in History
  - Associate of Arts in Geography
  - Bachelor of Arts, Major and Minor, and Associate of Arts in Political Science, as amended
  - Special Education Teacher Assistant (SETA) Admission Requirements, as amended
  - Special Education Teacher Assistant, as amended
  - Bachelor of Arts, Major and Minor in Criminology
  - Bachelor of Arts in Community Criminal Justice
  - Brewing and Brewery Operations Diploma
  - Environmental Protection Technology Diploma, as amended
  - Faculty of Trades and Technology Admission Requirements for Selected Foundation Programs
- Elimination of Arts continuance requirements
- Changes to the Engineering Calendar Entry for 2015-2016
- The 2016-2017 draft budget development process
- Appointment of Jennifer Au, Senator, to the Senate Standing Committee on Academic Planning and Priorities
- The following program discontinuances for recommendation to the Board of Governors:
  - Bachelor of Arts Qualifying Year
  - Associate of Arts in Canadian Studies
  - Associate of Science in Geography
- The proposal for the establishment of a new Faculty for recommendation to the Board of Governors
- The KPU Research Plan for recommendation to the Board of Governors
- Graduates to April 27, 2015
- Jennifer Au was acclaimed Senate Vice Chair for the term of September 1, 2015 to August 31, 2016.

Notes from the Senate meeting of May 25, 2015

The following items were approved at the May 25, 2015 Senate meeting:

- Program revisions to
  - Foundations in Design (FIND) Certificate
  - Computer Aided Design and Drafting Technologies
- Revision to the Library Impact Assessment Support document
- The five-year Capital Plan (2016/17 to 2020/21) for recommendation to the Board of Governors
- Appointments to Senate Standing Committees effective September 1, 2015
  - Senate Governance Committee
    - Faculty member – Chamkaur Cheema, Senator, School of Business
  - Senate Standing Committee on Academic Planning and Priorities
    - Faculty member – Chamkaur Cheema, Senator, School of Business
  - Senate Standing Committee on Policy Review
    - Professional Support Staff member – Jim Murray, Senator, Bookstore
- The KPU Internationalization Plan for recommendation to the Board of Governors
- The Strategic Enrolment Management (SEM) Plan for recommendation to the Board of Governors
- Appointment of Connie Klimek as Chair of the Senate Standing Committee on Policy Review for the term of office from September 1, 2015 to August 31, 2017

Board of Governors   **Regular Meeting**
Agenda Item: **#15**
Meeting Date: **June 3, 2015**
Presenter(s):   **Bruce Wendel**

Agenda Item:	*Evaluation of the Board as a Group*

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

Key Messages: *[maximum of three]*	Bruce Wendel agreed to evaluate the Board's own performance at the June 3, 2015 Board meeting.

Attachments:	*Evaluation Form*

Submitted by:	*Sandi Klassen*

Date submitted:	*May 25, 2015*

Board Meeting Evaluation

Date: June 3, 2015

What went well	What could we do better

To change for next time:

Agenda Item: **Information package**

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

Attachments:

1. Kwantlen "Upcoming Events / Activities 2015/16 **Note – new or revised event entries are marked with ++ prior to the date**

2. Report to the Board of Governors / June 2015

3. Synopsis of the Association of Governing Boards Conference (Reports and Videos)– follow the link: AGB 2015 National Conference on Trusteeship

**If you are planning to attend any of the upcoming events, please be sure to advise Keri van Gerven at 604-599-2078 (e-mail Keri.vanGerven@kpu.ca)

++Indicates new items/changes on the calendar since the last version

Date	Time	Event/Activity	Location
2015			
Wednesday 3 June	3:00-7:00 pm	Board Meeting	Surrey Campus Cedar Bldg Room 2110
++Wednesday 17 June	4:30-6:30 pm	Board Governance Committee (Meeting remains in Cloverdale due to KPU Days on that campus from 2:30-4:30)	Cloverdale Campus Room 1853 5500 180 Street, Surrey
Typically, no meetings in July and August			
++Thursday 3 September	4:00-7:00 pm	Board Human Resources Committee	Surrey Campus Cedar Bldg Room 2110 12666 72 Avenue
++Thursday 10 September	4:00-6:00 pm	Board Finance & Audit Committees	Surrey Campus Cedar Bldg, Room 2110
++Thursday 17 September	4:00-6:00 pm	Board Governance Committee	Surrey Campus Cedar Bldg Room 2110
Wednesday 23 September	3:00-7:00 pm	Board Meeting	Richmond Campus Melville Centre for Dialogue 8771 Lansdowne Road
October 8-9	10:00 am 3:00 pm	Fall Convocation	Surrey Campus Gymnasium
++Wednesday 28 October	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++Thursday 5 November	4:00-6:00 pm	Board Human Resources Committee	Surrey Campus Cedar Bldg Room 1140
++Monday 9 November	4:00-6:00 pm	Board Finance & Audit Committees	Surrey Campus Cedar Bldg Room 2110

Wednesday 18 November	3:00-7:00 pm	Board Meeting	Surrey Campus Cedar Bldg, Room 2110 12666 72 Avenue
++Wednesday 25 November	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
2016 ++Tuesday 12 January	4:00-6:00 pm	Board Human Resources Committee	Surrey Campus Cedar Bldg Room 1140
++Thursday 14 January	4:00-6:00 pm	Board Finance & Audit Committees	Surrey Campus Cedar Bldg Room 2110
++Wednesday 20 January	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++Wednesday 27 January	3:00-7:00 pm	Board Meeting	Langley Campus 20901 Langley Bypass Room 1030
++Wednesday 17 February	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++Friday-Saturday, February 19-20		Board Retreat (Tentative)	TBA
++Wednesday 16 March	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++Thursday 17 March	4:00-6:00 pm	Board Human Resources Committee	Surrey Campus Cedar Bldg Room 1140
++Wednesday 23 March	4:00-7:00 pm	Board Finance & Audit Committees	Surrey Campus Cedar Bldg Room 2110
++Wednesday 30 March	3:00-7:00 pm	Board Meeting	Cloverdale Campus Room 1853
++Wednesday 20 April	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++April 17-19		2016 Association of Governing Boards National Conference on Trusteeship	Washington DC

June 3, 2015

April 28-30		Canadian University Boards Association (CUBA) (for Board Chair and Vice Chair and Board Professional staff)	Halifax, Nova Scotia
++Tuesday 10 May	4:00-6:00 pm	Board Human Resources Committee	Surrey Campus Cedar Bldg Room 1140
++Monday 16 May	4:00-7:00 pm	Board Finance & Audit Committees	Surrey Campus Cedar Bldg Room 2110
++Wednesday 18 May	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++May 31, June 1-3	10:00 am 2:30 pm	Convocation	Surrey Campus Gymnasium
Wednesday 8 June	3:00-7:00 pm	Board Meeting	Surrey Campus Cedar Bldg. Room 2110 12666 72 Avenue
++Wednesday 15 June	4:00-6:00 pm	Board Governance Committee	Surrey Campus Arbutus Bldg Room 2410
++Wednesday 21 September	3:00-7:00 pm	Board Meeting	Richmond Campus Melville Centre for Dialogue 8771 Lansdowne Road
October 6-7	10:00 am 2:30 pm	Fall Convocation	Surrey Campus Gymnasium
++Wednesday 23 November	3:00-7:00 pm	Board Meeting	Cloverdale Campus Room 1853
2017 May 31, June 1-2	10:00 am 3:00 pm	Convocation	Surrey Campus Gymnasium
October 5-6	10:00 am 3:00 pm	Fall Convocation	Surrey Campus Gymnasium
2018 May 30-31, June 1	10:00 am 3:00 pm	Convocation	Surrey Campus Gymnasium
October 4-5	10:00 am 3:00 pm	Fall Convocation	Surrey Campus Gymnasium

June 3, 2015

Report to the Board of Governors

June 4, 2015

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President's Report to the Board

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Dr. Alan Davis, President and Vice Chancellor
June 3rd, 2014

We are finalizing arrangements with [ClearView Strategic Partners](#) to adopt their protected disclosure system, which was referred to in the new KPU policy [HR-24](#). This will allow anyone in the university to anonymously file a report on a perceived violation of KPU's bylaws and policies. All reports will be vetted by independent reviewers before being forwarded to the appropriate executive or to the Board Chair for investigation. Communication plans and instructions will be developed to guide employees and students who wish to use this opportunity.

KPU's involvement in Innovation Boulevard in Surrey took an important step forward with the opening of the [Health Innovation Hub](#) at City Centre 1, on April 9th.
Later that day, I attended in Richmond, along with many others, "The Show" of the 2015 graduating class in Fashion Design. I was also pleased to attend and to marvel at the work of students and grads in Creative Writing on April 16th, and Fine Arts on April 18th. On the 16th, I also attended a production of *The Bacchae* by Fred Ribkoff's IDEA 1100 class.

On April 17th I was also invited to attend the dinner in honor of Indian Prime Minister Modi.
Long list interviews for the position of Vice President Finance and Administration took place on April 17 and 21st, and shortlisted candidates came to KPU on May 5th. A recommendation will go to the Board of Governors from the Board Human Resource Committee before its next meeting.

I attended the BC Business Council meeting on April 23rd and the Education Program Review Committee of CRNBC on April 24th.

On April 27th, I had a public conversation with Gwynne Dyer, journalist and historian about some of his recent writings on climate change and on the Middle East.
On April 29th I spoke at Carleton University's centre for teaching and learning on the role of personal learning networks and e-portfolios, and on April 30th I attended the BCAIU president's meeting at Vancouver Island University.
On May 1st I represented KPU, along with Dean of Design Carolyn Robertson, at the Richmond Sunrise Rotary annual gala and auction event.

I joined the Big Bike team to raise money for the Heart and Stroke Foundation in Langley on May 9, and the wonderful Science Rendezvous at KPU Langley on May 10. Later on May 10th I represented KPU at the Semiahmoo School annual Jazz Dinner and Dance gala.

On May 12th, I participated in the very successful KPU Foundation Golf Tournament, which raised $55,000 for student scholarships.

May 19 to 22 saw 7 very full and successful convocation ceremonies, with 9 honorary degrees awarded, along with the presentation of the 2015 distinguished service and student awards.

Later on May 22 I attended the KPU Eagles women's soccer team who hosted the national team of the Cameroon.

On May 25th, I joined an invited panel at the Canadian Association of Research Administrators' meeting in Toronto.

On May 30th to June 2nd, I attended the Canadian Society for the Study of Higher Education in Ottawa.

Faculty of Arts

The past two months have been a time of celebration in the Faculty of Arts, with students completing their courses and programs, showcasing their work at exhibitions and events, and being recognized for their achievements. The following is an indication of their successes.

Student Achievements:

- **David Bauerfind, Trevor Beggs & Danielle Himbeault** (Journalism): Won B.C. and Yukon Community Newspaper Association Student Awards, which were presented the association's annual awards ceremony in Richmond (April 25)
- **Jordan Buna** (AT-CURA): Workshop on Myths & Realities of Gangs at Richmond Hugh Boyd Secondary – 300 students- in collaboration with Richmond RCMP (March 9)
- **Alexander Chernata, Julie Lin, and Andrea Pedro** (Music) – KPU's AJA Trio were awarded first place in the senior category at the 61st Annual Young Musicians Competition put on by Vancouver's Friends of Chamber Music. They also won Senior Ensemble First Prize in the open chamber ensemble section of the Vancouver Kiwanis Festival. As well, the trio's performance at the Kiwanis Fraser Valley International Music Festival earned them the chance to perform in the National Chamber Music Class at the 2015 Performing Arts BC Festival in May.
- **Ajdin Dautović** (History): Accepted into the Carleton University M.A. in European, Russian, & Eurasian Studies (with entrance scholarship) (March 1)
- **Nadine Martin** (Anthropology): Awarded a Joseph-Armand Bombardier Canada Graduate Scholarship. This prestigious scholarship is offered by the Tri-Council to "students who demonstrate a high standard of achievement in undergraduate and early graduate studies." Nadine will be carrying out her MA research in South Africa this Summer and Fall.
- **Scott McInnes** (History): Accepted into University of Alberta law school (March 1)
- **Edward Puckering, Chris Cameron, and Kevin Smith** (Psychology): Three students in Arleigh Reichl's psychology class received top honors in the 2015 Noba Student Video Award. Their video entitled *Persuasion in Advertising* beat out contenders from more than 30 colleges from around the world to claim one of the top spots. In addition to receiving a cash award, their work will also be included in Noba Psychology's digital textbooks to be used by psychology students in classrooms around the world.
- **Natasha Receno** (Creative Writing): Won the 2015 Vancouver Poetry Slam (April 27)
- **Amy Reid and Jacob Zinn** (Journalism): Canadian Community Newspaper Association awards - finished second in the national best multimedia category for newspapers with a circulation over 10,000 for "In Newton. And proud of it", published by the Surrey Now (March 30)
- **Hassoun Sara** (English): "Depression-Era Meals: Sinclair Ross' 'The Painted Door'" – Literary Bites: Appetizing Reading Suggestions. canadianliteraryfare.org (March 16)
- **Maren Schenk** (Educational Studies): Accepted into MA in Counselling Psychology at SFU
- **Katya Slepian** (Journalism): Canadian Community Newspaper Association awards - finished second, in the Best Business Writing category for newspapers with a circulation of less than 9,999. Her piece in the Alberni Valley News, "Building for the future," chronicled a resurgence of boat-building in Port Alberni (March 30)
- **Aimee Sulz** (Psychology): Accepted into an MA in Organizational Psychology at Adler School of Professional Psychology

> **Giacomello Teia** (English): "It's Not Me, It's The Food: The Edible Woman by Margaret Atwood" – Literary Bites: Appetizing Reading Suggestions.canadianliteraryfare.org (April 14)

VISION 2018 Strategic Plan:
Community engagement is one of the major innovations that has occurred in higher education over the last 20 years, and KPU aims to double its community engagement by 2018. One way the Faculty of Arts engages with the community is through its practicum opportunities. The Special Education Teaching Assistant program, which educates education assistants for positions in schools, places students in 2 4-week school-based practica over 7 schools districts spanning KPU's communities. Graduates of the program are in high demand with some receiving job offers before they graduate. The Criminology department also has a practicum experience, where students work within a criminal justice or community organization for one semester. At the end of the term students present their learning from the practicum. This year, 46 community partners (supervisors) were in attendance. The student presentations were interesting, insightful, and reflexive, and it was clear that they found the practicum to be a transformative experience.

ACADEMIC PLAN 2018:
Building on the theme of experiential learning, the Faculty of Arts, under the leadership of CIR:CLE director and faculty member in Anthropology , Larissa Petrillo, as well as Theresa Voorsluys, Coordinator, Service Learning, has developed a website that explores experiential learning at KPU. The website details such courses as service learning, co-op, field schools, practica, as well as co-curricular and extra-curricular programs: http://www.kpu.ca/experiential

New Program Policies and Initiatives:
The Faculty of Arts is currently working on three new programs which we hope to have in place for Fall 2016: Bachelor of Arts, Major in Human Services; Bachelor of Applied Science in Environmental Geography**;** and, Bachelor of Arts, Minor in Indigenous Community Justice. As a teaching university with a polytechnic mandate, each of these degrees incorporates aspects of experiential learning and community engagement.
Community Engagement:
> **Gira Bhatt** (Psychology): CBC Radio Early Edition with Rick Cluf - Interviewed by CBC Radio host Rick Cluf on gang shootings in Surrey and AT-CURA (April 15)
>   o RedFM Radio Harpreet Singh Show - Radio talk show "phone in" on gang shootings in Surrey and AT-CURA (April 24)
>   o Gang Violence and Drugs Panel member at DukhNivaran Gurudwara, Surrey on gang shootings and AT-CURA (April 26)
>   o Global TV news - Interview for the panel presentation at the DukhNivaran Gurudwwara, Surrey on gang shootings and AT-CURA (April 26)
> **Shelley Boyd** (English): "Childhood Morsels" [Capital Meals Series: Winnipeg Part II] - "touring" Canada's capital cities, sampling their literary fare. The objective of this series was to foster a community of interest, and the website has grown to 1450 followers (April 13)
>   o "So This Is Winnipeg?" [Capital Meals Series: Winnipeg Part I], The CanLit Fare Blog (April 6)
>   o "Pile of Bones: An Interview with Regina Writer Jes Battis" [Capital Meals Series: Regina Part II], The CanLit Fare Blog (March 30)
>   o "Regina's Literary Breadbasket" [Capital Meals Series: Regina Part I], The CanLit Fare Blog (March 23)

- o (Co-author with Nathalie Cooke) "Tasting Northern Ingenuity" [Capital Meals Series: The Territories], The CanLit Fare Blog (March 9)
- o (Co-author with Nathalie Cooke) "Trading Fare, Trading Histories" [Capital Meals Series: Edmonton Part II], The CanLit Fare Blog (March 2)
- ➢ **Aaron Bushkowsky** (Creative Writing): *Farewell, My Lovely* opened at the Arts Club stage on Granville Island (April 8)
- ➢ **Wade Deisman** (Criminology): Appearance on BC Almanac (March 10)
  - o CBC News (March 11)
  - o Commentary on Spice Radio (March 12)
- ➢ **Nicola Harwood** (Creative Writing): Appeared on Co-op Radio's Live Talk Radio Show, Writing Life, to discuss writing process and writing training including KPU's Creative Writing program (March 31)
- ➢ **Jack Hayes** (History): TALK Presentation: Environment of China (March 2)
- ➢ **Aislinn Hunter** (Creative Writing): *The World Before Us* was released in the US and Uk March 26 and 30.
  - o reviewed in:
  - o the London Times (UK) (March 14)
  - o London Metro (March 23)
  - o NPR's Book Pages (March 31)
  - o The Chicago Tribune (March 26)
  - o Fort Worth Star Telegram (April 8)
  - o The New York Times Book Review - by Booker Prize winner Dame Penelope Lively- (April 19)
- ➢ **John Martin** (Geography): Teaching Geographic, geologic and hydrologic concepts to Squamish First Nation students (through CPS) - Introduction to Environmental Monitoring and Sampling (March)
- ➢ **Dola Pradhan** (Geography): GEOG 3320- Environment and Resources class went on field trip to the Seymour-Capilano Water Filtration Plant, located in North Vancouver (March 21)
- ➢ **Ken Stark** (Anthropology): UBC Archaeology Day Conference: Saving Endangered Cultural Heritage For Our Common Future - Attended and listened to all the paper presentations and had discussions about the subject with colleagues from a wide range of institutions (March 21)
- ➢ **Yanfeng Qu** (Modern Languages): Was one of the 9 invited adjudicators on behalf of Kwantlen at the 2015 BC 'Chinese Bridge' Mandarin Speech Contest for University Students, BCIT (March 22)
- ➢ **Kira Wu** (Fine Arts): Book launch; "In the Wake of the Komagata Maru: Transpacific Migration, Race and Contemporary Art" and Website launch: "Disfiguring Identity; Art, Migration and Exile" (March 21)
  - o Student Gallery Exhibition "Phase I: History and memory" Third Year Open Studio (April 14 – 30)

Awards and Appointments:
- ➢ **Francis Abiew** (Political Science): Member, Advisory Board, Millennium: Journal of International Studies
  - o Appointed as Faculty Advisor for KMUN Delegation to 24th Session, Harvard World Model United Nations Conference, Seoul, South Korea (March 16 – 20)
- ➢ **Daniel Bernstein** (Psychology): PI: "Lifespan social cognition." Insight Grant, Social Sciences and Humanities Research Council of Canada (2015-2020)

- o Regional Advisory Committee for the Society for Applied Research in Memory and Cognition Bi-Annual Conference to be held in Victoria, BC June, 2015: 2014-
  - o Committee member for Alisha Coolin's Ph.D. defense, April 13, 2015. Currently on committee for two Ph.D. students and one M.A. students at SFU, and one M.A. student at UBC
- ➢ **Aaron Bushkowsky** (Creative Writing): Novel "Curtains for Roy" was nominated for the Leacock Award—one of Canada's oldest literary awards and the only one for humour (April 1)
- ➢ **Jen Currin** (Creative Writing): Her novel, *School,* is a finalist for the Dorothy Livesay Award and the Pat Lowther Award (March 11 & April 1)
- ➢ **Noemi Gal-Or** (Political Science): Visiting professor to Institut Supérieur de l'Armement et de la Défense (ISAD), Université Panthéon-Assas, Paris II, Paris (April 13 – 27)
- ➢ **Aislinn Hunter** (Creative Writing): *The World Before Us* was awarded the Ethel Wilson Prize for fiction (BC Book Prizes 2015) (April 25)
- ➢ **Charles Quist –Adade** (Sociology): Recipient of First Annual Professional and Community Award by the Ghanaian Canadian Association of British Columbia (March 7)
- ➢ **Katie Warfield** (Journalism): Accepted to complete PhD at the Institute for Gender, Race, Sexuality and Social Justice at UBC (March 15)

Publications:
- ➢ **Daniel Bernstein** (Psychology): Coolin, A., Erdfelder, E., Bernstein, D. M., Thornton, A. E., & Thornton, W. L. (2015). Explaining individual differences in cognitive functions underlying hindsight bias. Psychonomic Bulletin & Review, 22, 328-348. DOI 10.3758/s13423-014-0691-5
  - o Newman, E.J., Garry, M., Unkelbach, C., Bernstein, D.M., Lindsay, D.S., & Nash, R. (2015). Truthiness and falsiness of trivia claims depend on judgmental contexts. Journal of Experimental Psychology: Learning, Memory, and Cognition. Published online March 30, 2015.
- ➢ **Shelley Boyd** (English): "'Nature-Altering Tools': Margaret Atwood and the Politics of Dirt." The Good Gardener? Nature, Humanity and the Garden. Ed. Annette Giesecke and Naomi Jacobs. London: Artifice Books on Architecture, 2015. 128-145 (April)
  - o Boyd, Shelley. "Ustopian Breakfasts: Margaret Atwood's MaddAddam." Utopian Studies 26.1 (2015): 160-81.
- ➢ **Noemi Gal-Or** (Political Science): Global Cooperation in Transitional Justice: Challenges, Possibilities, and Limits. Noemi Gal-Or and Birgit Schwelling (eds.) Global Dialogues 6, Duisburg 2015 (March)
  - o "The ICC Principle of Complementarity: A Challenge for Global Cooperation in Transitional Justice" in Global Cooperation in Transitional Justice: Challenges, Possibilities, and Limits. Noemi Gal-Or and Birgit Schwelling (eds.) Global Dialogues 6, Duisburg 2015 (March)
  - o "The Formation of a Customary International Crime: Global Terrorism Human (In) Security" - Paper published with International Criminal Law Review, Vol 15 (2015), http://booksandjournals.brillonline.com/content/journals/10.1163/15718123-01504006 (April)
- ➢ **Nicola Harwood** (Creative Writing): "Buffalo Girls", a play, will receive a development workshop through Frank Theatre in Vancouver, April 27-May 2nd toward production in 2016.
- ➢ **Levente Orban** (Psychology): Orbán, L.L., Plowright, C.M.S., Chartier, S., Thompson, E., & Xu, V. (In Press). Visual choice behaviour by bumblebees (Bombus impatiens) confirms unsupervised neural network's predictions. Journal of Comparative Psychology (March)

➢ **Katie Warfield** (Journalism): 9-week collaborative online course on contemporary topics related to social media and the body titled "Our Pixilated Eyeballs" free online learning course from the Visual Media Workshop published to http://pixilatedeyeballscourse.weebly.com (March)

Public Presentations:
➢ **Matilda Aslizadeh** (Fine Arts): Solo Exhibition consisting of two video installations at Pari Nadimi Gallery, Toronto Ontario (April 23 – May 30)
➢ **Shelley Boyd** (English): "Tomson Highway's Mega Banquet in Ernestine Shuswap Gets Her Trout" at Literature of the Fraser Valley Conference, UFV (March 5)
➢ **Annie Briard** (Fine Arts): Selection of video art works were screened at Carré de Baudoin in Paris for a Canadian Programme of video art curated by Quebec-based Esse magazine (March 28)
  ○ Two-person arts collaborative Lucida Lab exhibited drawings in the group exhibition "Geometries of Knowing IV" exhibition at Audain Gallery, SFU (March 19 – 28)
➢ **Ying-Yueh Chuang** (Fine Arts): Material Girls - Dunlop Art Gallery, Regina, SK, Group Exhibition (Jan 30 – April 5)
  ○ Langara College Alumni Exhibition - main foyer of the A building, Langara College, Vancouver. BC, Group Exhibition (March 23 – 27)
  ○ Celebration! – Celebrating the Potter's Guild of B.C. 's 60th Anniversary - Gallery of BC Ceramics, Vancouver, BC Group Exhibition (April 2 – 26)
➢ **Liam Dempsey** (Philosophy): Presented paper - "The 'Internal Illumination of Living-awake Brains'" – at Langara College (Mar 25)
➢ **Nancy Duff** (Fine Arts): Aperture, Aporia, Afterimage - Video installation in Arbutus Gallery, Surrey Campus, of work completed on Ed Leave (March 6 – April 1)
➢ **Paul Ewonus** (Anthropology): Ewonus, P. 2015. "A Geography of Foodways in the Salish Sea, Pacific Northwest Coast." Paper presented at the 80th Annual Meeting of the Society for American Archaeology, San Francisco, USA, 15-20 April 2015. Symposium Title: Consuming Landscapes.
➢ **Sarah Hickinbottom** (Educational Studies): The female voice in theoretical and philosophical psychology: An interactive symposium. Symposium at the Midwinter Meeting of the Society for Theoretical and Philosophical Psychology, American Psychological Association, Salt Lake City, UT(March, presented by a fellow scholar on her behalf)
➢ **Rajiv Jhangiani** (Psychology): Presentation on using open pedagogy to promote critical skill development at the Teaching Introductory Psychology Northwest Conference. Des Moines, WA (April)
  ○ Arts Research & Scholarship speaker series – Integrative complexity as a crystal ball: How cognitive processing predicts war and peace, success and failure, & life and death (March 23)
➢ **Tracey Kinney** (History): PODtalk: Current Narratives of Terrorism & Security in Historical Perspective - Discussion and Q&A with members of the History Students' Society and interested students / faculty (March 19)
➢ **Tracey Kinney** (History): Faculty sponsor & coordinator for an event that raised $1085 for the KHSS Scholarship Endowment Fund (March 12)
➢ **Paivi Koskinen** (Modern Languages): Invited speaker at 'Contrast in Syntax: Workshop in Honour of Elizabeth Cowper' to speak on "Serializing ideophones in Finnish" at the University of Toronto (April 24)
➢ **Mike Larsen** (Criminology): Gave the public keynote address at the Annual General Meeting of the Canadian Institute for Information and Privacy Studies (CIIPS), Vancouver Public Library (April 22)

- o One of two speakers (alongside Robert Diab, Assistant Professor, Faculty of Law, TRU) at the event "Law, Rights, Security, and the New Anti-Terrorism Act", KPU (April 10)
- ➢ **Billeh Nickerson** (Creative Writing): Presentation on writing and teaching at the Literatures of the Fraser Valley Conference, at UFV in Abbotsford, (March 5)
    - o Read at Planet Earth, one of the longest running reading series in Canada, Victoria (March 27)
- ➢ **Charles Quist-Adade** (Sociology): "The Myths and Realities of Racism in a 'Post-Racial' World" - Lecture presented at United Nations Day for the Elimination of Racial Discrimination Public Symposium at Kwantlen Polytechnic University (March 25)
    - o "Capitalism or Socialism?: Africa's Democratic Dispensation" - Keynote speech at Africa Awareness Debate at the University of British Columbia, Vancouver (March 14)
- ➢ **Chad Skelton** (Journalism): Gave talk at Tapestry conference on creating "personalized" data visualizations, Georgia (March 4)
    - o Panel member for talk in challenges of being a solo data journalist at the National Institute of Computer Assisted Reporting conference (March 7)
- ➢ **Gail Suderman** (Music): Led 180 voices in a workshop/concert weekend entitled "Motown Meets Gospel." (March 1)
    - o Adjudicated voices classes at the Greater Victoria Performing Arts Festival (April 23 – 27)
- ➢ **Katie Warfield** (Journalism): Invited talk and collaborative lesson with High School in Anchorage Alaska on "Post-structuralism from Ferguson to Beyonce's Feminism" (April 2)
    - o Public Lecture titled "Full-Affrontal: Kim Kardashian as Intra-agential Rhizome" and discussion for Visual Media Workshop (April 1)
- ➢ **Cathleen With** (Creative Writing): Presented and read at John Vigna's UBC creative Writing class (March 19)
    - o Read at Capilano University in the Library and for Anne Stone's creative Writing class (April 2)
- ➢ **Kira Wu** (Fine Arts): Gallery Exhibition "Views from the Southbank: Moments, Intervals, Reflections" (April 11 – June 14)

Faculty of Health

VISION 2018 Strategic Plan *(Note: Alignment with the nine goals of Vision 2018)*

Quality, Relevance and Reputation:
- Health Care Assistant (HCA) program curriculum review continues; all relevant documentation was submitted May 1, 2015. The site assessment is scheduled for June 8, 2015. *Sharon Leitch, is the acting HCA Program Coordinator*
- The Education Program Review Committee of the College of Registered Nurses of British Columbia (CRNBC) recommended that the CRNBC Board approve a five year recognition of the Bachelor or Science in Nursing, Post-Baccalaureate (BSN-PB) program until June 30, 2020 without terms or conditions attached. *June Kaminski, BSN-PB Program Coordinator*
- Over 150 qualified applicants have applied for 40 BSN-PB seats for fall 2015. *June Kaminski, BSN-PB Program Coordinator*
- Two new Laerdal SimMan Essentials were purchased and installed in the FoH Simulation lab. These simulators will replace our older and outdated mannequins. *Arleigh Bell/Sherilyn Sweeney, FoH Simulation Team*
- Six Graduate Nurse Internationally Educated; Re-entry (GNIE) faculty members attended the Partners in Education for the Integration of IENS Conference in Regina in April, 2015. Lori Shortridge, FoH GNIE faculty member gave the key note address on day two. *Sherilyn Sweeney, GNIE Program Coordinator*
- The Health Unit Administrator (HAUC) Curriculum Committee has been meeting monthly to create a new HAUC program projected for implementation in September 2016. This new program will provide graduates with laddering opportunities into other FoH programs, and alternate career pathways. In addition to meeting current and projected industry needs, mission and vision statements, core HAUC courses, and the first iteration of program learning outcomes were drafted. *Radhika Kumar, HAUC Program Coordinator*

ACADEMIC PLAN 2018 *(Note: Alignment with the Academic Plan relevant strategies)*

Academic Goal - to offer exceptional learning environments attuned to learners:

STUDENTS:
- A Student Mentoring program was initiated by four Semester 5 students to support the transition of students through the BSN-PB program. *June Kaminski, BSN-PB Program Coordinator*
- GNIE students and faculty attended an Internationally Educated Nurses (IEN) Support and Interest group dinner hosted by the BC Nurses Union. The purpose of this dinner was to bring IENs who are working in throughout the Fraser Valley together with IEN students to help provide information and support to the GNIE students. *Sherilyn Sweeney, GNIE Program Coordinator*
- Graduate Nurse Re-entry (GNUR) program has 6 student that are awaiting clinical placement. *Arleigh Bell, Simulation Facilitator, Lab & GNUR Coordinator, BSN Faculty*

NEW PROGRAMS, POLICIES AND INITIATIVES:

- A two day workshop on April 23 and May 8 was provided as professional development for BSN faculty to learn and hone their writing skills re: learning outcomes for courses in their new BSN Program. Joseph Parsons, Associate Director Curriculum & Outcomes for the Learning & Teaching Centre at the University of Victoria lead informative and helpful sessions that will be beneficial for faculty to proceed with their course design. *Judy Lee, BSN Program Coordinator*
- Eight students graduated from the HCA program pre-nursing cohort. Of those students three commenced the BPN program on May 11, 2015 and one student is upgrading biology with intent to commence the BPN program this fall. *Sharon Leitch, HCAP Acting Program Coordinator*
- FOH Continuing and Professional Studies (CPS) is running the pilot High Acuity/Critical Care program on behalf of Fraser Health Authority. The pilot is running March to July 2015 and preliminary feedback from FHA is very positive. *Ann Moniz, Director Professional Studies/IEN Assessment Centre*
- The BSN-PB program has had great success with our blended info sessions (partially on the Moodle site and partially via videoconference). This was initiated to support best practices in blended learning. *June Kaminski, BSN-PB Program Coordinator*

COMMUNITY ENGAGEMENT *(Note: special events, intersection with our external community):*

- On March 17 after receiving food donations from Cargill, Martin Brower, The Keg and McDonalds Restaurants in North Langley, 28 BSN students and three nursing faculty (Judy Lee, Connie Klimek, and Joyce MacKenzie) divided themselves among the four kitchens at the new 72-bed Ronald McDonald House (RMHBC) in Vancouver. KPU students prepared and served "theme-dinners" to over 200 terminally ill children and their families. The various games, fun activities and friendly "*Cook-Off Competition*" was appreciated by all as, for that moment, they were able to forget their illness. Each KPU student wrote a personal reflection and a note of appreciation to the donors and staff at RMHBC for providing such a rich, meaningful learning experience beyond their university walls. *Judy Lee, BSN Program Coordinator*
- During Spring Break March 16-18, 2015, students and faculty in KPU FoH and the Faculty of Science & Horticulture worked with the PuCKS Powerplay Foundation (Promoting Community through Kids in Sport) to launch the "P.A.V.E. Program" (*Preparing for and Accessing Vocational Education and Employment*). Marginalized youth in grades 9-12 from SD35 & 36 *(including 2 youth with Autism)* were offered two experiential learning opportunities: 1) "*Golf Course Grounds Keeper Training*" and 2) "**Study Skills and Presentations Workshop".** KPU students and faculty worked alongside superintendents from three local golf courses: NorthView, Coyote Creek and Surrey. Youth were provided with lunch, in-class and on-site skills training and resume writing experiences. All participants left with a handshake and a Certificate of Completion. Beyond an enhanced sense of personal value, pride, purpose and empowerment, all the youth who attended the Golf Course Training Series were offered summer jobs. *Judy Lee, BSN Program Coordinator*
- In May 2015 the FoH simulation facilities will be used as part of a field study for NCAS (Nursing Community Assessment Services). The field study will be running four simulations for five candidates (new registered psychiatric nursing graduates). *Arleigh Bell/Sherilyn Sweeney, FoH Simulation Team*
- Faculty Members from the HCA program presented their Scotland Dementia Project to community partners in Fraser Health and Vancouver Costal Health. *Sharon Leitch, HCAP Acting Program Coordinator*

- The IEN Assessment Service under the FoH, is now conducting assessments for individuals in Manitoba who are seeking RN licensure in Canada. The IEN Service is now responsible for assessing individuals for BC, Alberta and Manitoba nursing regulators. *Ann Moniz, Director Professional Studies/IEN Assessment Centre*
- The evening HAUC cohort raised a total of $3,933.00 and donated additional items for women and children of the Women's Resource Society at their pub night on May 1, 2015 at the Delta Lion's Pub. The event was attended by community and students from the day cohort in Semester 2. *Radhika Kumar, HAUC Program Coordinator*

RECOGNITION *(Note: Awards, recognition, publications, public presentations, reviews, media spots, general bragging)*

- Lori Shortridge (FoH Professional Studies and GNIE faculty) is the inaugural recipient of the Kathryn Allen National Award. The award is bestowed upon a nurse educator in Canada who demonstrates excellence and has made outstanding contributions to promote the successful registration and integration of internationally educated nurses (IEN's) into the Canadian health care workforce. *Ann Moniz, Director Professional Studies/IEN Assessment Centre*.
- June Kaminski (CNHE President) co-hosted a webinar on April 24, 2015 and wrote an expose´ titled "Mining and Health: Digging for the Truth" with Claudette Kelly and Shelly Archibald for the Canadian Nurses for Health and the Environment (CNHE). The CNHE is an associate member of the Canadian Nurses Association's Canadian Network of Nursing Specialties. The expose´ is viewable at: http://cnhe-iise.ca/mining.html *June Kaminski, BSN-PB Program Coordinator*
- Laurel Tien received a semester of Educational Leave to pursue a MA in Self-Design (theory and dialogue in holistic education, developmental and humanistic psychology, and our capacity for designing self). *June Kaminski, BSN-PB Program Coordinator*

EMPLOYEE ENGAGEMENT:

DAISY Faculty Award

The DAISY Award and DAISY Faculty Award were created by the DAISY Foundation. This foundation was established by the Barnes family, in memory of their son J. Patrick Barnes who died in 1999 at the age of 33 years, of idiopathic thrombocytopenic purpura (ITP), an auto-immune disease. The Barnes family was awestruck by the caring and compassion of the nurses who cared for Patrick. They believed that nurses are the unsung heroes of our society. The DAISY Award is their way to say Thank You to Nurses.

Over the years of running The DAISY Award for Extraordinary Nurses, The DAISY Foundation chose to create the DAISY Faculty Award to demonstrate appreciation to faculty for their commitment and inspirational influence on their nursing students and to say Thank You to nursing faculty everywhere.

Nominations for the DAISY Faculty Award were received from students and colleagues. Nominees were:

Lida Blizard
Nargis Ghadiali
Judy Lee
Donna Malyon
Leeann Ring
Laurel Tien

The award was presented to Leeann Ring.

CRNBC recognition awards were presented to Carol Elgert and Lynn Crandlemire to acknowledge the hard work, collaboration, and continuous support they provide to both students and colleagues as Lab Educators in the FoH.

Faculty of Science and Horticulture

Quality: Successful global citizens – **Rebecca Harbut (Program Co-ordinator, Sustainable Agriculture)** and **Deborah Henderson (Director of the Institute of Sustainable Horticulture)** recently returned from a visit with researchers and administrators at the Universidad de Sancti Spiritus, Cuba, where they were setting up student study-abroad opportunities. Deborah has long-standing research partnerships with this group and in the past was able to sponsor student study-abroad via LACAREG and CIDA federal government programs.

Quality: Engaged learners – the Faculty of Science and Horticulture (FSH) is very proud to announce that our very first graduates from a Bachelor degree (B. Hort. Sci. in Urban Ecosystems) will be granted this Spring.

Quality: Effective organization – At the end of April, the entire FSH Dean's Office moved from our Surrey Cedar Building location to the Langley Campus. This move will consolidate our office into one location and will not only increase productivity but more importantly foster our team. Processes and communication have already increased exponentially to improve support of the Faculty and build morale. We will strive to continuously improve our internal and external customer service to support students, staff and faculty in conjunction with reviewing and monitoring our resources.

Relevance: Community engagement – as outlined below, March, April, and early May is a very busy time for FSH outreach activities including the School of Horticulture Awards Ceremony, South Fraser Regional Science Fair, School of Horticulture Annual Plant Sale and our showcase event Science Rendezvous.

Relevance: Expanding educational access – We now have all of our 8 new degree and diploma programs successfully launched and based on data for Fall 2015 all new programs have exceptionally high application rates, particularly the B.Sc. Biology (>600 new applicants) and B.Sc. Health Science (>700 new applicants). This is both exciting and daunting as there is a great concern that there will not be adequate classroom and laboratory space available to accommodate this surge. We are in the process of developing a new Upper Level Biology Laboratory in Surrey and have plans to renovate the existing Biology labs to create a more efficient use of space (projected renovation in the Summer 2016). Plans are also in the works to convert a classroom in Richmond into a high power Physics Lab for the new upper level courses required for the newly launched B. Sc. in Physics for Modern Technology (Summer 2016).

Relevance: Blending theory and practice – Although all of the FSH programs have a very strong and integral experiential learning component, I would like to highlight the upper level courses in the B. Hort. Sci. in Urban Ecosystems. This year's graduating class has transformed the Langley Campus with the likes of the Music Garden, Labyrinth, and Rain Garden, plus we are in the process of building KPU's first green roof on the Langley Campus Library.

ACADEMIC PLAN 2018 *(Note: Alignment with the Academic Plan relevant strategies)*

Please see above as many of the highlighted items pertain also to sections of the Academic Plan.

STUDENTS:
Horticulture students Sarah Pucek and Richard Blackwell won Gold at the **Skills Canada British Columbia** provincial competition where they created a garden installation in six hours for an audience of over 8,000 high school students, industry representatives and public attendees at the Abbotsford TRADEX. In addition, Silver medals were awarded to fourth-year KPU apprenticeship students Dillon Mennie and Mori Okada. Pucek and Blackwell will head to Saskatoon for the Skills Canada national competition May 27-30. Students were mentored by Horticulture faculty and staff **P. J. Burns** and **Rob Welsh**.

Sixty-two **Horticulture** students received over $60,000 in the form of 42 scholarships and awards at the annual **School of Horticulture Scholarships and Awards Celebration**. The event also provided students the opportunity to connect with future employers, key industry representatives, and community leaders. Close to 150 students, donors, and KPU representatives attended the celebration.

NEW PROGRAMS, POLICIES AND INITIATIVES:
With financial support from Chip Wilson, the Wilson School of Design has set up a research group called Digital Physicalities. **James Hoyland** and **Flavio Ruiz Oliveras (Physics)** along with student **Matt Potma** have joined this group.

MANAGING RISK *(Note: Emerging risk issues and how they are being identified and addressed):*
The newly donated 2 hectoliter brewhouse ($250,000 state-of-the-art equipment donated by Newlands Systems) was fully commissioned for use in late April. It was at this time that it was realized that the boiler required for the functioning of this equipment has substantial operating deficiencies. Until this boiler issue is resolved, we will not be able to use the equipment—which will impact student learning and engagement plus revenue generation over the summer as we were going to provide use of the system for a fee.

We are currently exploring opportunities to sell brew on our Langley campus in limited amounts. We will be meeting the Liquor Control Board to determine how to navigate this unique arrangement at a University.

We have an active collaboration and communication with Facilities on updating fume hood policies in our Science Labs to ensure safe protocols used by Lab Instructors and students. We are also working with our Lab Instructors and the Manager of Occupational Safety and Health to update Laboratory Safety Manuals.

COMMUNITY ENGAGEMENT *(Note: special events, intersection with our external community):*
Advisory Councils met for the **Environmental Protection Technology (EPT)**, **Brewing and Brewery Operations** and the **Physics for Modern Technology** programs. We are pleased to have consistently highly engaged external supporters.

Once again, KPU played host to the **South Fraser Regional Science Fair**. In all, there were 88 projects with 123 Surrey and Delta students in grades 7-12 participating in the annual science fair. Gold-medal students advanced to the Canada-Wide Science Fair, held May 9-16 in Fredericton, New Brunswick. Over 51 expert judges, predominantly FSH faculty and staff, evaluated the inventive projects and determined scores based on scientific thought, original creativity, visual display and oral presentation.

On May 2, the **School of Horticulture** hosted the Annual Plant sale. Over 40,000 plants propagated by Horticulture students and staff were sold to well over 500 patrons.

The Faculty of Science & Horticulture hosted their third annual **KPU Science Rendezvous** on May 9 on the Langley campus. Science Rendezvous is a National outreach event where universities across Canada open their doors to the public for a fun day of science activities and awareness. This 'wildly popular event', as noted by the Langley Advance newspaper, was a wonderful success with approximately 700 visitors, and over 120 faculty and student volunteers participating. New this year — and a first for the Langley campus — was the addition of a **KPU Education Expo** with 13 Faculty and Service areas on display. The event was orchestrated by **FSH staff DeAnn Bremner** and **Michelle Molnar**. Some highlights included performances from the Borealis String Quartet, the Design Zone, cockroach races, glow germs, seed bombs and every kind of hands on science activity one could hope for. Visitor comments included: 'better than ScienceWorld', 'more fun than the PNE'. We also had a number of external science-related and local vendors. The sun was shining and there was a festive atmosphere all day, once again exceeding our expectations! For event photos: http://on.fb.me/1IBbMJo

As part of Science Rendezvous, FSH participated in the **Canada Wide Experiment (CWE) —** a national atmospheric experiment that involved launching a helium filled stratospheric balloon into the atmosphere with a recording device attached to it. The 'CWE KPU Eagle' team was a collaborative effort involving multiple faculties, including FSH staff members **Michelle Molnar** and **DeAnn Bremner**; **Faculty of Arts' Geography** faculty **Khaled Hamdan (team lead), John Martin and Parthiphan Krishnan**; and **KPU Athletics (Junelle Mah)** whose mascot, Kwinten, was part of the social media campaign to promote the CWE KPU Eagle balloon and KPU Science Rendezvous.

The **FSO Counsellors' Conference** and mini-education fair held at the Surrey KPU campus was well-received with over 130 high school counsellors in attendance. FSH presenters **included Joel Murray, Associate Dean; Michelle Molnar, Dean's Assistant; and Karen Vance, Student Advising,** who gave four break-out sessions highlighting FSH programs overall. The mini-education fair saw lots of traffic and engagement from counsellors, including requests for large stacks of program brochures to display in their schools.

Discovery Day @ KPU Richmond welcomed local high school students on campus to give them a taste of life as a student at KPU. The **Biology** department hosted a lab tour where over 30 students had the opportunity to meet instructors, check out lab equipment, ask questions and take part in hands-on activities.

The **Horticulture (Gary Jones and Stan Kazymerchyk) and Physics** programs were on display, along with KPU Trades, at the **Delta Trades & Technical Career Fair** which featured more than 75 exhibits including masonry, mechanics, culinary arts, aviation, policing, plumbing and more. Over 4,000 visitors were able to explore careers in the trades and technical industry.

The **Physics, Mathematics, and Biology** departments all hosted multiple public **info sessions** at the Surrey and Richmond campuses. Faculty members **Fergal Callaghan (Physics); Allyson Rozell (Mathematics); Jane Hobson (Biology); Laura Weir (Biology) and Carson Keever (Biology)** all gave presentations on their programs and engaged with attendees. As well, **FSH Student Advisor, Karen Vance** attended all the sessions, and spoke about admissions requirements and the process of applying to KPU.

For the last two years, FSH has been a sponsor of the annual **Physics Balsa Bridge Building Competition** at Notre Dame Regional Secondary School in Vancouver. The competition has been organized and run for the past 35 years by Peter Vogel, who teaches ICT and physics.

Stan Kazymerchyk (Horticulture) developed two full-day programs on 'Golf Course Groundsman Training' for local high school students. Based on the overwhelming success of this program and its appeal to students in challenging life situations, Stan is revising this course and working with colleagues in the Faculty of Academic and Career Advancement to run a similar program for FASD (fetal alcohol syndrome) high school students in Surrey.

The **School of Horticulture** hosted the BC Institute of Aerologists workshop. **Gary Jones** was a speaker. Gary also presented at the Aquaponics Workshop, Vancouver; Township of Langley Food Hub Workshop; and the KSA/Surrey food Action Coalition. Jim Matteoni (Horticulture) gave a presentation at the Bradner Flower Show.

Members of the **School of Horticulture (P.J. Burns, Lori Karr, Rob Welsh and Shelley Murley)** once again are partnering with Douglas Park Elementary K to 5 to foster their Gardening Program.

Horticulture students and instructor **Gary Jones** have been assisting Brookswood Secondary School students with their design for a school garden. Brookswood will be offering a 'Sustainable Agriculture' course as an elective beginning this fall. They hoped for 18 students to apply. They received 77 applications!

Gary Jones will be representing KPU on the newly established Surrey Board of Trade Agriculture Team.

The March **Green Wednesday** film was "Profit and Loss," sponsored by VanCity, Bullfrog Energy, and The Bread Affair. The April Green Wednesday film, "Revolution," was sponsored by Natures Fare Market.

Gary Jones and Bruce McTavish (Horticulture) hosted an info session for ACE-IT, targeting the Langley and Surrey School Districts.

RECOGNITION *(Note: Awards, recognition, publications, public presentations, reviews, media spots, general bragging):*
British Columbia Golf Superintendents Association presents 'Industry Recognition Award' was awarded to **Stan Kazymerchyk (Horticulture).**

Takashi Sato (Physics) is being honoured with a Distinguished Service Award this year for his many important contributions to KPU.

The Brewing program recently launched the **KPU Brewing YouTube Channel** featuring four promotional and instructional videos. Take a look to see inside the new brewery, learn how to brew and meet Tom Morrison, one of our students featured in a video produced by the KPU Marketing and Recruitment Department. Visit our KPU Brewing YouTube channel at http://bit.ly/1bNiDRu

NSERC Applied Research and Development Level 1 project entitled *Microorganism Enrichment of Horticultural & Engineered Growing Media* was completed. This was a collaboration between **Michelle Nakano** and students in HORT 3210 Applied Urban Ecosystems, **Deborah Henderson** and **Amy Huang**

(ISH) and industry partner Darcy Lepine, EarthFort Environmental Inc. The study identified the significant effects of a microorganism enrichment product on plant establishment and growth in annual and perennial plants growing in soilless and soil-based horticultural mediums.

Andrew Frank (EPT) was the Keynote speaker at Canadian Public Relations Society (CPRS) professional development event on best practices for news release writing & communications strategy**.**

Lee Beavington (Biology) gave presentations at the following conferences: *Association of Experiential Education: Northwest Regional Conference*, Stanwood, WA.;. *Northwest Bio Conference*, UBC; Active Pass Nature and Arts Festival, Mayne Island, BC.

George Chen (Physics) was a co-author on the publication 'Quantitative photothermal phase imaging of red blood cells using digital holographic photothermal microscope' in the journal *Applied Optics*.

Paul Adams (Biology) was a co-author on the publication, 'Large Ca dependent facilitation of Cav-2.1 channels revealed by Ca photo-uncaging' in the *Journal of Physiology*.

Caitlin Dorward (Institute for Sustainable Food Systems) has been appointed to the Vancouver Food Policy Council, and **Kent Mullinix (ISFS)** has been appointed to Metro Vancouver Agriculture Advisory Committee.
Faculty and staff affiliated with the Sustainable Agriculture Program and the Institute for Sustainable Food Systems continue to be very active, as summarized in their quarterly newsletter:
http://us3.campaign-archive2.com/?u=90bd2333bff07f1d0853c1bbf&id=828496b9d1

EMPLOYEE ENGAGEMENT:
Fergal Callaghan (Physics) visited Langara College and VCC to inform physics and engineering students of opportunities for transferring to our BSc in Physics for Modern Technology.

Associate Dean Joel Murray attended the Associate Dean Leadership Day, organized by Provost and Vice President Academic Sal Ferreras. The event focused on leadership and the notion of higher level purpose, and team building among KPU Associate Deans.

Associate Dean Joel Murray represented the FSH at the BC Deans of Arts and Sciences meeting, held at Vancouver Island University.

Lana Mihell (FSH Business Manager) and members of the KPU Lean Committee organized a Lean 5S workshop for instructors and staff on the Langley Campus. The organization of room 1345 lab space was chosen to work on and participants across programs attended. From this workshop, faculty and staff were able to work together to strategize on how to apply the techniques they learned to this space and any space because it was transferable to all areas. A 5S session is a lean tool in Lean Thinking that is specifically about Workplace Organization. The 5s are Sort, Set in Order, Shine, Standardize and Sustain.

A **Science Green Team** has been piloted in collaboration with Facilities and with an initial focus on Science labs on the Surrey Campus. Participants were actively recruited by **Lana Mihell** Business from our Chemistry, Physics and Biology programs and are meeting and working towards Green initiatives in our Science labs that will reduce energy costs and initiate both financial savings and improve our efficiencies of our labs.

Lana Mihell completed a professional development course and completion of a certificate on Leadership – Giving Employees What They Need to Succeed.

DeAnn Bremner (FSH Communications and Event Specialist) attended the **2015 BC Science Outreach Workshop** at Science World, which included members of the science outreach and education community throughout British Columbia. This professional development event focused on helping organizations identify and share new ways of promoting their services and programs to attract the next generation of science innovators.

Faculty of Trades and Technology

STUDENTS

The 2014/2015 PSCM class had their practical final exam on Tuesday April 28, in which they had to run a tri-service emergency communications centre for the City of Kwantlen. Their field units and assessors consisted of emergency services professionals from police, fire and ambulance personnel who volunteered their time to participate in "A Day in the Life". The students performed well and were able to demonstrate their skills to the industry.

Letter of Appreciation
Stephen Yee was a student who had been out of school for a couple of years. When he finally committed to attending Mountainside, he was unable to get out of bed in the morning, and only attended an afternoon program at school. Although, he still struggles with a sleep disorder, Stephen has been attending the Pipefitters program with an almost perfect attendance. He is engaged with his learning, does accurate work, and is proud of his success. Stephen will be graduating from high school this year, largely because of the Pipefitters program: the encouragement and support provided by the teacher, Howard has made all the difference.

Josh Willman was a student who was completely disengaged from school and unable to attend because of overwhelming anxiety, and a sense of academic inability. Since starting with the Pipefitters program, he has probably perfect attendance, participation and engagement. As a non-academically focused kid, Josh now sees possibilities for a future of successful employment and a life that he can be proud of.

It is a pleasure for all the staff who have been involved with these kids to see the progress they have made. As we considered the Pipefitters a last ditch effort for a program to get some of our kids graduated, Howard (Tick) and the program have provided so much more: a sense of competence, self-efficacy, and pride and possibilities for meaningful future employment.
Thank you.

Diana Romer
Distributed Learning Counsellor
Mountainside Secondary
North Vancouver School District
The Campus Principal and the KSA have had discussions on improving campus space for students.   A kitchenette will be installed to provide students with an area to heat food and clean dishes.   Additional discussions are underway on the possibility of a self-contained fitness area on campus to improve student life and engagement.

Trades faculty underwent recent discussions on Foundation program admission requirements to ensure barriers were not eliminating prospective students. The majority of programs have excluded the

admission requirement for one-to-one interviews and are now recommending students to attend information sessions. This change was presented to Senate.

NEW PROGRAMS, POLICIES AND INITIATIVES

Construction Craft Worker
We ran the first pilot intake of the Construction Craft Worker program at KPU Tech through a partnership with CLAC and the Surrey School District. 80% of these students are presently employed in the trade, and have received dual credit; both through the high school SSA (Secondary School Apprenticeship) program, and completion of Level 1 Apprenticeship.

Electrical
Electrical Level 4 is now under way with 4 classes slated to be delivered in this fiscal.

Public Safety Communications
The PSCM program has received a donation of radio software, which will allow use of the radio over IP and moving to more current technology. Following the installation of the required computer hardware, students will have the ability to use the radio channels by touch screen or mouse click.

The Faculty of Trades & Technology receives annual funding through the Ministry of Advanced Education and the Industry Training Authority (ITA) to deliver ongoing programs which equates to 37.227 Full Time Equivalent (FTE) faculty positions. With base funding remaining status quo, the Faculty has secured 3.98 additional FTE funds for the next fiscal year to deliver critical seats apprenticeship programs, learner demand funds to expand ACE-IT programs, a disabilities pilot program in Parts Foundation, and an Introduction to Trades pilot program.

In addition to the above, two program proposals have been submitted through the Employment Services and Support Program to deliver Common Core with Pre-Employment Training and Welding Foundation in partnership with First Nations Employment Society (FNES).   If approved, these programs will result in approximately $2,570,000 of additional funding for the next three fiscal years that will increase student enrolment and faculty FTE.

COMMUNITY ENGAGEMENT

A number of KPU PSCM faculty and students attended the 13th Annual 911 Awards on Wednesday April 29, at the River Rock Show Theatre. This unique awards ceremony honours first responders from police, fire, ambulance and Coast Guard who work in the City of Richmond. KPU is a proud sponsor of these awards, and deserving PSCM students were given the opportunity to network with industry professionals.

A number of students and PSCM graduates participated in the YVR "Exercise Gemini" on Wednesday April 29, involving a mock crash at the airport. It was a valuable learning experience for everyone involved and the use of volunteers gave realism to the exercise.

Electrical (Building Construction) faculty have been getting into schools and speaking to students about Trades and Technology programs.

Delta Trades and Technical Career Fair

KPU Tech participated in the 2015 Delta Trades & Technical Career Fair on April 30. The event was a huge success and inspired over 3,500 attendees to pursue future careers in the trades and technology sectors. We received numerous accolades and thanks for our hands-on exhibits, and for the level of engagement and interaction with the students from the Delta School District. Our student volunteers were great ambassadors for KPU, enthusiastically engaging with the Delta students.

Open House

KPU Tech hosted an Open House Monday May 4th allowing for students, parents (and the public) to tour the shops and labs on campus, and to speak with faculty.   Several students attending the Delta Trades and Technical Career Fair returned with their parents for interviews and to enquire about applying.

RECOGNITION

Skills Canada National Competition

Electrical student, Scott Grimsey, received a gold medal at the Provincial Skills competition held April 15, 2015 at Tradex in Abbotsford, and has qualified to participate in the National Skills Competition in Saskatoon May 26th – 31st, 2015.

Dean's Medal

PSCM student, Florence Dooley was named recipient of the Dean's Medal Award for the Faculty of Trades and Technology for the Spring convocation. As a class leader and mentor to her peers, Flo is very deserving of this award.

EMPLOYEE ENGAGEMENT

The Electrical department is growing, having added three new instructors since last Fall.

Faculty of Academic and Career Advancement

Vision 2018 Strategic Plan

Engaged Learners: The Career Choices and Life Success (CCLS) program continues to support student retention by developing community placements where students experience the connection between work requirements and education fulfilling those requirements

Effective Organization: The English Language Studies (ELST) department held meetings during Reading Break to identify actions and deliverables that can be achieved by the end of Summer 2015 to help strengthen student retention, student success, departmental ethos and the overall reputation of the department's programs in the community.

Community Engagement: ACA continues to reach out to the larger community to ensure reciprocal learning and to facilitate healthy and relevant partnerships. CCLS and Access Programs for People with Disabilities (APPD) rely on partnerships with potential employers and work hard to provide relevant industry connections for information interviews and work experience opportunities.

Community events such as the Richmond Multicultural Community Services 6th Annual Diversity Dialogue Conference, BCCAT Annual Articulation Meetings**,** and the Burnaby Transition Fair were attended by ACA department representatives to gather and share pertinent information.

The KPU High School Counsellors' Conference on May 5th provided an opportunity for ACA faculty to connect with feeder schools and highlight applicable ACA programs. Another KPU event, The Science Rendezvous hosted by the Faculty of Science and Horticulture, was attended by ACA faculty in order to connect with potential KPU students and promote ACA programs as pathways to KPU undergraduate programs.

ACA community advisory group committees meet in support of the Academic and Career Preparation d and Access Programs for People with Disabilities programs. The APPD Advisory Group welcomed three new representatives from the community – two from Community Living British Columbia (CLBC), Surrey and Richmond Districts, and a representative from Back in Motion, an employment services agency.

The APPD Department Chair attended the WorkBC and Post-Secondary Institute Networking Event at the invitation of the Ministry of Advanced Education. Titled "Improving Employment Outcomes for Post-Secondary Graduates with Disabilities," this event was attended by representatives of the Ministry of Advanced Education, the Ministry of Education, the BC Public Service Agency, Post-Secondary institutions in the Lower Mainland in both Services for Students with Disabilities and Programs, WorkBC Employment Services Centres (e.g. Open Door Group, Avia Employment Services), as well as representatives from Assistive Technology BC (ATBC). This was the first time that all of these parties came together to focus on transitioning to post-secondary and transitioning from post-secondary to employment for students with disabilities. It was evident that much more needs to be done in identifying current gaps and barriers and working together to ensure smooth transitions for people with disabilities.

Patrick Donahoe, Dean of ACA, took part in a workshop entitled "Supporting Learners living with a Fetal Alcohol Spectrum Disorder," a collaborative initiative between Surrey School District and KPU, with the goal of developing a work experience framework to support these learners. The Dean along with Aimee Begalka, ACA Associate Dean, also attended a provincial meeting of the Deans and Directors of Developmental Education. The impact of tuition on ABE programs throughout the province was a main topic of discussion, with most institutions implementing tuition for fall 2015.

Expanded Educational Access: All of ACA's departments serve unique populations: APPD focuses on Students with disabilities; CCLS provides educational access to mature learners, ACP provides upgrading for students in pursuit of a career or academic goal, and ELST serves those students who want to improve their English in preparation for university studies.

Academic Plan 2018

ACA recognizes the importance of offering exceptional learning environments and the necessity of adapting to change. On May 4th, the ACP Department met with the ACA Dean's office to begin a conversation about delivery models for their courses. The projection of potential enrolment drops due to ACP courses now being tuition bearing was the catalyst for the conversation.

ACA continues to be involved in the progress of the academic goal, To Define Learning Outcomes and Methods of Demonstrating Student Capability by having two members sit on the sub-committee related to this goal as well as coordinating department discussions with respect to learning outcomes. Most recently, on May 15, the ACA Dean's Office facilitated a meeting with the APPD department to develop Program-Level outcomes for their programs.

Student Successes/Achievements

ACA had thirty-three graduates attend the May 19th convocation ceremony. One convocant, Emi Yumura (CCLS Fall 2014), received the Dean's medal as well as the YMCA's Woman of Distinction Award on May 26, 2015.

Attached is a profile of an ACA student, created through a collaboration of Marketing, ACA faculty and Kim Rose, ACA's part-time marketing coordinator. Three such profiles have been created, with several more in process. These student profiles highlight the benefits that students experience in ACA programs, as written in the student's own words.

Managing Risk

ACA continues to be concerned about the impact of charging tuition for Adult Basic Education courses, including for the lower level, self-paced ACP courses. As of the fall 2015 term, CCLS will remain tuition-free; however, tuition for that program will be considered for spring 2016. Even with eligible students receiving AUG funding, the impact on enrollments in these programs could be considerable.

FACULTY OF

ACADEMIC AND CAREER ADVANCEMENT

HEBER RAMOS

I did not expect to have such fantastic professors! I was amazed at the quality of education I received, and I saw a difference immediately—first in my sentence structure, and eventually my essays and research papers. I ended up having a truly profound experience where not only my writing skills improved but also my cognitive skills. Many students believe that improving their English skills will only help them to write better, but I found that it goes way beyond that. Now, I *think* differently. Writing proficiently has helped me avoid bias in my writing and develop higher-quality arguments. I experienced a sense of self-efficacy, since I felt more confident about what I was capable of. Instead of avoiding communicating, I started getting good grades and learning discipline. Also, with writing-intensive programs such as these, students learn how to succeed in other courses. To anyone considering the ACP program or who is unsure of where to begin: start at the beginning—consider taking every ENGQ course available to help you improve your language and writing proficiency.

"I ended up having a truly profound experience where not only my writing skills improved but also my cognitive skills … now I think differently."

Heber Ramos
ACP English

kpu.ca/aca

KPU

The Chip and Shannon Wilson School of Design

VISION 2018 STRATEGIC PLAN and KPU ACADEMIC PLAN

Successful Global Citizens
Research in Vietnam
Two students conducting research into coolant vests for elite wheelchair athletes will be joining the Post Baccalaureate Diploma in Technical Apparel Design (DETA) students traveling to Vietnam in June 2015. Jaymes Williams (Product Design) and Laura Hutchison (Fashion & Technology) will be working with a team at Maxport, Inc. on the next iteration of the vest with a goal to produce prototypes for testing by the Canadian Wheelchair Rugby Team at the Pan American Games in Toronto this summer. These students have received funding from the Wilson International Field Experience Fund for their travel to Vietnam as well as the Chip and Shannon Wilson Vision Execution Fund to travel to Toronto.

Interior Design Major Field Experience
As part of their required coursework, third year students in Interior Design (IDSN) engage in an intensive field study in another country for up to two weeks every year. This year's course was held in Barcelona where they assimilated design theory and knowledge within the context of site, culture, climate, and geography. They attended and participated in scheduled activities at design/architecture firms, buildings and interior spaces, design schools and programs, museums and galleries, and other significant locations in the region.

International Field Experience Presentations
On April 13th 2015, three 4th year Bachelor of Design: Fashion & Technology (FASN) students (Rosanna Fung, Chelsea Nielson, and Catherine Chan) presented on their experiences made possible by the Wilson International Field Experience Fund. Chelsea and Catherine went to New York while Rosanna went to China and Hong Kong. All students spoke of their exposure to the fashion industries in their respective cities and the learning gained from it.

Engaged Learners
Student Experience Committee
The Wilson School of Design Student Experience Committee has received a grant of $15,000.00 from the Wilson Vision Execution Fund to hold a Wilson School of Design design challenge on September 18th, 2015.

KSA Representation
Allison Gonzalez, second year IDSN student, voted in as the KSA Design Representative in February, has now been elected President of the KSA.

Effective Organization
Fashion & Technology Program Review

The Bachelor of Design: Fashion & Technology has received the external review report and is in the process of developing an action plan for program revision and development.

Teaching & Scholarship

Medical Drill Sent to Nepal

The medical device Bachelor of Design: Product Design (DEPD) students were engaged in designing the protective sleeve for, was due to be produced for field use by the end of the summer. The recent earthquake in Nepal called for expedited production; twenty devices accompanied a surgeon destined for the disaster relief efforts last week.

Coolant Vest for Elite Athletes with Spinal Cord Injuries

As above, Jaymes Williams and Laura Hutchison are currently engaged in developing a coolant vest for elite athletes with spinal cord injuries, under the supervision of Stephanie Phillips, a Wilson School of Design faculty member.

The same lesions that damage the spinal cord also damage the nerves that thermoregulate and produce sweat. Without external coolants, these athletes are in danger of overheating and experiencing severe consequences. The outcome of this research has the potential to make a critical difference in athletes with spinal cord injuries' ability to participate and excel safely and independently in sport. Jaymes and Laura's goal is to produce a vest that is both effective in thermoregulation and easy to don and doff so the athletes maintain their independence and increase their ability to participate in their own health and wellness plan.

To date, these students have received a total of $18,000; portions coming from KPU Student-Led Research funding as well as the Wilson International and Vision Execution Funds. An application for further support from the Vancouver Foundation's Health and Social Innovation Grant has just been submitted.

Purposeful Community Engagement

Product Design - Design Challenge

Product Design faculty, students, and staff hosted a Design Challenge in early May for Burnaby South Secondary students at the Richmond Campus. Students were given the task of designing a foldable chair with materials provided in a restricted period of time. The students worked at breakneck speed to turn their ideas into prototypes.

Graduation Shows

The Interior Design, Fashion Marketing, Graphic Design for Marketing, and Fashion & Technology programs each held year end shows in various venues across Richmond and Vancouver. Typically, students fundraise, organize, and host these events for community, industry, family, and friends, showcasing the culmination of their studies through portfolios, posters, prototypes, and presentations.

Saskatchewan Fashion Week

Four Wilson School of Design students showcased their collections at Saskatchewan Fashion Week (SFW) in May. Bianca Hartle, Lisa Siperko, Karley Scovell and Saskatchewan native Blair McDonald,

were specially invited to participate alongside twenty-one Saskatchewan-based designers at the three-day, high-profile event. They showcased their final graduate collections to a group of Saskatchewan media and fashion industry representatives.

The connection between KPU graduates and SFW was fostered at the Canadian Arts and Fashion Awards (CAFA) in Toronto earlier this year when KPU Fashion Design & Technology coordinator, Andhra Goundrey met fellow CAFA nominating committee member, Chelsea O'Connell. O'Connell, also a part of the SFW team, invited the four KPU students to present at SFW and provided funding for their stay. FASN and FMRK faculty member Lindsay Norris also attended SFW with the four graduates. Andhra's attendance at CAFA was supported through the Wilson Vision Execution Fund as was partial support for these students.

PechaKucha
Second year Graphic Design for Marketing (GDMA) students, in partnership with the City of Richmond, held their second PechaKucha event at the Richmond campus in March. The reviews of this sold out event were excellent and the group will be continuing to work with the City and make this an annual course project.

Community Presence and Recruitment
The Wilson School of Design was present at a number of community events over the past two months, including:
- A display of garments made from recycled materials at the Semiahmoo Mall Earth Day event.
- The Wilson School of Design was represented by staff and Diploma in Fashion Marketing (FMRK) students at the Oakridge Centre Design Fair on April 12th. The FMRK students promoted their end-of-year event and engaged with visitors to create a magazine cover for each participant.
- Design was present at the Langley Campus Education Expo & Science Rendezvous, providing youngsters the opportunity to design their own t-shirts or products.
- The Dean and faculty provided two presentations about Design programs at KPU Surrey's High School Counsellor's Conference.
- As a wrap up to the Fashion Show 2015, student garments were displayed at Richmond Centre.
- Iryna Karaush, Coordinator of Product Design, attended the High School Counselor's conference in Kelowna in April. Eleven high school counselors from Kelowna and the surrounding regions were in attendance.
- DEPD, FMRK, and DETA students presented their portfolios at the Fashion Show 2015.
- As a follow-up to the Fashion Show, faculty and students provided tours of the Wilson School of Design to high school groups attending the show. These included groups from the interior, Vancouver Island, and the Lower Mainland.

Experiential Learning and Industry Connections
DETA
Students in the Post Baccalaureate Diploma in Technical Apparel Design (DETA) attended the Industrial Fabrics Association International Expo in Vancouver and toured Mustang Survival in Burnaby and Kit & Ace in Vancouver. As well, they attended an Interactive Wearables workshop by Diane Burgyone and a workshop on Technical Flats (Alex Diaz) on the Richmond Campus.

Self-Directed Studies
Self-Directed Studies presentations on sustainability by Toby Russell and Olivia Hayward were presented on campus on Monday, May 4. Olivia presented on sustainability and eco fashion while Toby presented on textile waste management.

Industry Experiences
Experiential industry-based learning, whether through formal internship or work experiences or volunteer and community engagement, is embedded in all of the Wilson School of Design programs. We close this academic year with students having logged thousands of hours of industry related activity. We are grateful to have such strong support from the local design industry. As a result of these strong connections and the exceptional work of our students, at this time of year, we receive word from many as they get hired into positions.

STUDENTS RECOGNITION AND AWARDS

Student and Alumni Profiles
A number of Design students have been profiled in the media and by industry in the past few months:
- Fashion & Technology (FASN) students were profiled on Breakfast TV and Global for their upcoming Fashion Show,
- Three FASN students took part in the Eco Fashion Week Waterfront Kimono Contest,
- Interior Design (IDSN) alumni, Sarah Savoy, was featured in the Vancouver Sun's Style Q & A,
- Fashion Marketing (FMRK) graduate Jamie Kan, is providing fashion illustrations for Hush Magazine,
- FASN alumni, Sarah Austin, was featured by Arc'teryx magazine for her role as product designer,
- FASN alumni, Jarjit Thiara was profiled in the Vancouver Sun for her clothing line, THII,
- Caitlin Fung, FMRK student, has launched her own Style Blog,
- Leading up to the Fashion Show 2015, FASN and FMRK students posted weekly blogs in the Georgia Straight,
- FASN Alumni - Karsten Ergetowski was featured in North Shore News for Stndrdissue, his clothing brand, and
- Jenica Lee, graduating May 2015, and Jennifer Chan, entering 4th year Interior Design, have just secured the first interior design internships with Kit & Ace for the summer of 2015.

Student Awards
As well, a number of Design students have received awards over the past two months:
- Jasmine Su, FASN student, won the Creative Mention award at Telio Canada's Breakthrough Designers Event. This competitive and prestigious national event has had KPU FASN students in the finals for the past five years.
- Two graduates of the Interior Design program, Maria Drugoveiko & Jeremy Senko, were two of the winners for IDC's first annual PROpel: What's Your Amazing? Program. This is a newly-launched webinar and conference series created exclusively for emerging professionals.

> Forty exceptional intern members and final-year students from across Canada were selected to join IDC for a conference in Montreal, May 29-30, 2015 – all-expenses-paid.

- Judith Babcock, IDSN student graduating fall 2015, recently won a KPU Student Life Award for the wealth of volunteering she has done both for the program and within the design community.
- Arfa Acktar, IDSN student, was also a recipient of a KPU Student Life Award. Arfa co-chairs the Wilson School of Design School Experience Committee.
- Yvonne Littlewood, an IDSN student graduating May 2015, is a finalist for the 2015 Sherwin-Williams STIR Student Design Challenge in the commercial design category. Winners will be announced shortly.

MANAGING RISK

Recruitment

Late interim grades due to the strike in the K-12 system have proven to be a challenge for the expedient processing of applicants for their portfolio reviews. Applications remain open for the Fashion & Technology, Product Design, and Foundations in Design programs to optimize seat utilization.

EMPLOYEE ENGAGEMENT

Amber Ortlieb, Interior Design

Amber Ortlieb, Interior Design Faculty, presented her research "LEED version 4: Alignments with the Profession of Interior Design" at the recent 2015 annual IDEC (Interior Design Educators Council) conference which was held in Fort Worth, Texas from March 11-14.The Annual Conference gathered the interior design industry including leaders of interior design firms; interior design practitioners; design firm representatives; industry partners; publishers; and both educators and students at universities, colleges and interior design schools.

IDIBC Representation

Two IDSN faculty are just completing their terms on the Board of Directors of the Interior Designers Institute of BC (IDIBC). IDIBC is the self-regulatory professional body for interior design practitioners in BC. Paola Gavilanez, RID, is completing her term as VP Communications and Brenda Snaith, RID, is completing her term as VP Education.

Victor Martinez, Product Design

Victor Martinez presented his PhD research at the 11th International European Academy of Design Conference: The Value of Design Research in Paris in April. Victor's presentation on tools for embedding sustainability principles in the first stages of the design process - titled Why Designers Won't Save the World - was noted as one of the most controversial of the conference. Victor received funding through the .6 Faculty Professional Development Fund to attend this event.

Smart Fabrics & Wearable Technology 2015

Three DEPD faculty members (Iryna Karaush, Victor Martinez and Stephanie Phillips) and one DETA/FASN faculty member (Evelyn May) attended this conference featuring three days of plenary sessions that bridged the gap between textiles and technology. At the conference, connections were made with practitioners and academics from a number of institutions, including Kent State University, FIDM, Rhode Island School of Design, and University of Wellington. After the conference, the faculty visited IDEO, The Google Campus, and Stanford d.School making further connections with top design

professionals. A number of those met have agreed to speak at the upcoming 2015-16 School of Design Speaker Series. Attendance at this conference and the Speaker Series have been funded through the Wilson Vision Execution Fund.

We are grateful to the Wilsons for their continued support and the opportunity to engage locally and globally in design education, innovation, and discovery.

The School of Business

Vision 2018 Strategic Plan

The Business Education Framework, that received full Senate approval in late March, provides the structure and content guidelines for all undergrad business programs. It realigns degrees and diplomas with the objective of ensuring greater consistency in learning outcomes for graduates while providing them with more options. It also provides an effective foundation for undergrad business programs should there be market demand for new programs.

The new KPU admission requirements, the elimination of third year entry to degrees, and the program changes embedded in the Business Education Framework now move into the operational change management phase to ensure a smooth transition for the over 9000 students who take courses in the School of Business each year.

ACADEMIC PLAN 2018

The School of Business is offering 200 sections for summer 2015. At the end of the first week of classes the average fill rate is 92.3%. Of the 200 sections scheduled, 111 are 100% full. Demand for business courses by both domestic and international students remains strong.

Late May the School of Business will be holding a 2.5 day professional development workshop for faculty. The workshop "Student Learning Outcomes" workshop will be conducted by Janice Stoudemire, President of Palmetto Academic Consulting Services, Inc. , an expert on aligning program and course level outcomes and developing the appropriate assessment activities for each.

The School of Business requires three of the seven Convocation ceremonies for May 2015 Convocation to accommodate this spring's graduates.

INITIATIVES

The concept proposals for post baccalaureate and graduate diploma programs are under development and at least four will be brought forward to Senate early in fall of 2015.

Through the diligent efforts of our Human Resources Management faculty, KPU and the School of Business are very pleased to have entered into a partnership with Human Resources Management Association of BC. Students in their third and fourth year will have preferred access to extensive professional databases, networks and resources of HRMA. This agreement makes KPU's HR programs the first in Western Canada to offer students the chance to meet through their coursework the professional certification requirements of HRMA's National Knowledge Exam – the first step in attaining Canada's national Certified Human Resources Professional (CHRP) designation. Students with a "B" average or higher will not be required to write the National Knowledge Exam.

ACCREDITATION

KPU's School of Business was the first teaching orientated university to seek and be awarded accreditation.   Most of the "teaching universities" have now done likewise.   An institution must submit an annual accreditation report; however, every 10 years an institution must embark on a major "re-accreditation" process., the accreditation equivalent of zero-based budgeting.   The upcoming year will be KPU's study year, providing the foundation data upon which the institution must build the evidence for accreditation. The timing of data collection will be aligned with the implementation of the new Business Education Framework in order that our benchmarks are reset to coincide with the new program structure.

COMMUNITY

Students in the Advanced Integrated Marketing Communications course completed a class total of 128 hours of community service work in the community.

The capstone course in the Marketing degree requires students to launch an online business the profits of which are contributed to the Kwantlen Venture Fund. IN the period the students must determine their business model, develop their websites, identify suppliers, establish distribution and fulfil the real orders of their online e-Commerce business.   In the six-week business operation period the five businesses of the 27 students contributed $29,801.44 to Kwantlen Venture Fund.

ASK the student accounting club organized a hands-on workshop introduction to Simply Accounting a widely used accounting package.

Many KPU accounting students nearing graduation participated in the CPA BC Connect Night an event that the professional association holds to provide opportunities for students to meet with practicing professionals.

The Kwantlen Human Resources Management Club hosted an information event on the benefits of obtaining the CHRP designation after graduation.

The Kwantlen Entrepreneurial Students Association whose members include many students from outside the School of Business hosted a student development seminar in late March.

Sabrina Delmonte, Coordinator of the Public Relations Program, conducted a Basics of Project Management for 37 KPU administrative staff.

RECOGNITION and ENGAGEMENT

At Convocation Abida Merali, Diploma in Business Management, will receive the President's Outstanding Graduate Award for diploma students.

Five graduating BBA students: Gabby Gill, Gagan Jutla, Hardeep Kang, Shane MacArthur and Andrea Ross, have been accepted into the Masters of Accountancy program at the University of Saskatchewan.

Hardeep Rai, Accounting student, was the winner of the Fraser Valley CPA Scholarship.

John Sheperd, Accounting faculty member had his article on time metrics for library application accepted for publication in *Library Management.*

The Office of Continuing and Professional Education

VISION 2018 Strategic Plan *:* Registration is now open for our summer semester. We have a launched a series of online courses through our collaboration with LERN online learning. We have just started to work on our fall 2015 catalogue.

ACADEMIC PLAN 2018: Wrapped up our offerings of courses at Squamish First Nation: Introduction to Environmental Monitoring, Pre-foundations Intro to Construction Trades. The courses were very successful with some students applying for further education in environmental studies.

The Ace-it Piping course that was launched in collaboration with the Faculty of Trades is nearing completion. This project has been hugely successful, involving many partners in this collaboration; ITA, JTST, AVED, MoE, Squamish First Nation, and North Vancouver School District. We participated in an event to announce the launch of this initiative at Squamish First Nation which was attended by the Honourable Naomi Yamamoto and Jane Thornthwaite. The student spokesperson at this event was then invited by Minister Shirley Bond to attend her one year anniversary of her BC Job's Action plan in Victoria. We are currently looking for further opportunities to offer Ace-it programs in North Vancouver.

STUDENTS: We are in the process of receiving registrations for our upcoming summer courses in Design, online learning, Health, to name a few.

We currently have over 170 students on our waitlist for our Commercial Beekeeping training. We are working on the curriculum development and logistics for the January 2016 launch.

NEW PROGRAMS, POLICIES AND INITIATIVES: We continue to sit on BC Hydro's steering committee for LED lighting and controls. We were recently accepted an invitation to U.C. Davis to further this collaboration.

We were successful in our application to the Ministry of Social Development and Innovation to receive funding to investigate the recruitment and training needs of First Nations for the LNG industry.

We are in the process of signing an MOU with Shenzhen Polytechnic University, in collaboration with TUV Nord. This MOU will see Chinese students coming to KPU for Automotive training.

We were instrumental in securing a grant from BC Housing & HPO to Squamish First Nation to work on the creation of a Housing Inventory for their Nation. KPU has been appointed to the steering committee to monitor the outcomes and develop the training that will see SFN managing their housing inventory and the repairs and improvements that are necessary.

We continue our talks with the Honorary Consuls of Barbados and Jamaica about the possibility of bringing hospitality training to them.

MANAGING RISK: Working with crucial areas of the institution to streamline processes and create efficiency to better serve our clients.

COMMUNITY ENGAGEMENT: As mentioned previously, our work with Squamish First Nation and the North Vancouver School District has been highly successful. We are currently looking for opportunities to serve other First Nations within the lower mainland. At the same time, we are also investigating the possibility of bringing other Ace-it programs to non-traditional KPU catchment areas.

RECOGNITION: As noted, we have been awarded $150K to investigate recruitment and training needs of First Nations for the LNG industry.

EMPLOYEE ENGAGEMENT: We continue to have employees register and successfully complete our classes.

KPU International

VISION 2018 Strategic Plan

<u>**Internationalization Plan**</u>
The proposed draft of the KPU Internationalization Plan has been included in the Board June 2015 package. The Internationalization Plan was developed in alignment with Vision 2018, the Academic Plan 2018, and the KPU Research Plan. It is also reflective of best practices in internationalizing university campuses and of government priorities. Prior to going to the Senate Standing Committee on Academic Planning and Priorities and the Board Governance Committee, a two-pronged internal consultation process was held that involved drop-in sessions across the four campuses and an online-component.

The Internationalization Plan takes a comprehensive approach that involves the entire campus community in the University's internationalization efforts.   It outlines how nine stakeholder groups – students, faculty, staff, alumni, administration, government, donors, external partners and the community – can benefit and contribute to KPU's internationalization. The Plan has four pillars: Global Citizenship, Pathways and Partners, Recruitment and Retention and Community Engagement and Support. Its implementation will be outlined in annual work plans.

<u>**5% Learner Growth:**</u>
KPU International has met with 6 of the 7 Faculties over the last two months to discuss their priority with the end goal of (1) identifying program areas that the Deans would like KPU International recruitment efforts to focus on and (2) beginning discussions around international targets for each Faculty.

<u>**Successful Global Citizens & Engaged Learners:**</u>
April 30th was the deadline for students wanting to go on exchange for spring 2016. Over 30 students have applied to go abroad. KPU International is also expanding our exchange agreements to include the following new partners/countries:

- [Universidad de Monterrey](#) (UDEM, Mexico)
- [Heriot Watt University](#) (HWU, Scotland)
- [VIA Denmark](#)
- [Pontificia Universidade Catolica de Grande Sul](#) (PUCRS, Brazil)

KPU International is also in the process of renewing the following exchange agreements in order to provide continued opportunities for KPU students to study abroad at their institutions (and for KPU to receive their students):

- [Napier University](#) (Faculty of Health specific, Scotland)
- [Central Queensland University](#) (CQU, Australia)
- [Metropolia University](#) (Finland)

ACADEMIC PLAN 2018

To Increase Experiential Learning Opportunities:
Thirty KPU students are leaving for the Amazon (Colombia) and New York/Venice Field Schools occurring at the end of this month. Both Field Schools are offered through our School of Design/Faculty of Arts and are each in their third year of operation. Both initiatives offer excellent experiential learning opportunities outside of the regular classroom, whether in the Amazonian rainforests or art museums of New York and Italy.

STUDENTS

International Student Enrolments: Summer 2014 to Summer 2015 Comparison

In Summer 2015, there was a 14% increase in international student head count.

**International Student Head Count
Summer 2013 to 2015 Comparison**

Summer 2013	Summer 2014	Summer 2015
917	1020	1163
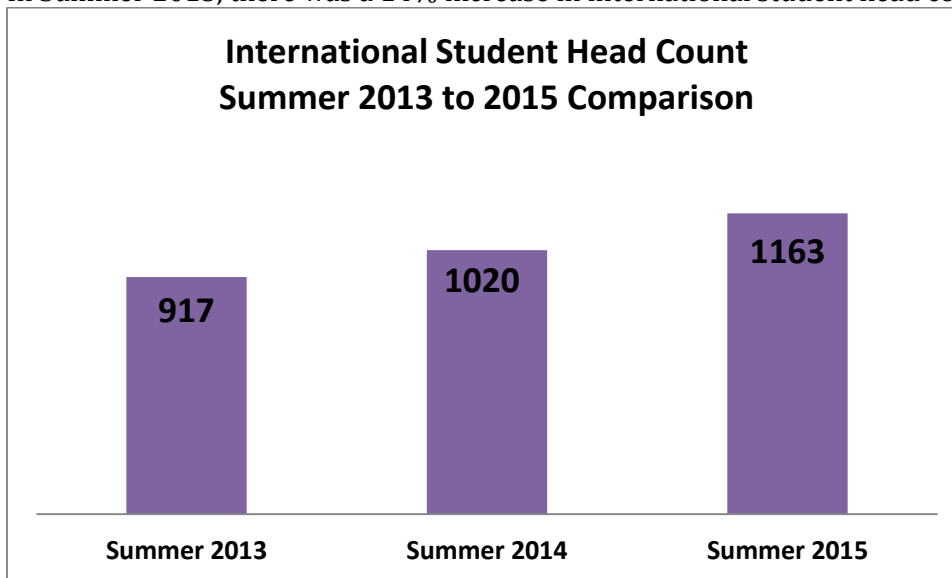
Source: KBIT, May 19, 2015

NEW PROGRAMS, POLICIES AND INITIATIVES

KPU recently signed an official MOU with Xinxiang No. 1 Middle School located in the city of Xinxiang, Henan Province. Once the Chinese government approves the agreement, such work as teacher recruitment or curriculum development will be developed with this new partner. The Xinxiang Agreement is very similar to KPU's existing agreement with Fuyang No. 2 High School in Zhejiang Province.

Students participating in the Sino Canada Program, created by this agreement, study in their home institution for grades 10-12 followed by direct admission to KPU upon high school graduation. The program also has a KPU summer school component for students at the end of their grade 10 year. Students have the opportunity to study within a Canadian university setting and access workshops/training prior to their high school graduation. Students therefore feel connected to KPU before finishing high school, making us their first choice when choosing a Canadian post-secondary institution.

Such partnership agreements provide sustainable incoming international tuition revenue for the university. These collaborations also provide further branding of the KPU name.

OVERVIEW OF SPRING 2015 RECRUITMENT ACTIVITY

This spring, KPU International has focused on signing on quality agents from identified target areas that can effectively recruit students from around the world. Recently, KPU International has participated in various agent networking events as well as student recruitment fairs at both international and local levels. As a result, in the last four months, 75 additional student applications have been received and over 39 newly contracted agents have agreed to work with KPU.

International Recruitment Activity
- Russia – Agent Fairs in 3 different cities
- Mexico – ICEF agent networking event, potential university partnership visits, and agent fairs and training sessions, one application received for Post-Bac in Human Resource
- Dubai and Kuwait - ICEF agent networking event and agent training
- India – Agent Fairs in 5 different cities, and agent training, 30 applications received
- Colombia - ICEF agent networking event and agent training 15 applications received
- Montreal – ICEF agent networking event and agent training
- Ghana – Agent Fairs and potential university partners onsite visits, 27 applications received

Local Recruitment Activity
- Surrey School District Post-Secondary Education Fair
- Bodwell High School 2nd Annual Career and Education Fair
- Alexander College, Burnaby and Downtown locations
- College and University Education Fair for Loyalist Group

Local Agent Fairs
- Guangson Express Entry Seminar
- FSS – KPU Admission Seminar

Library and Learning Centres

STUDENTS

- Completed biennial library survey of students conducted from March 19 to April 2, 2015. Results are under review and Library strategic planning and budgetary decisions will in part be influenced by the outcomes.

COMMUNITY ENGAGEMENT *(Note: special events, intersection with our external community)*

- Reading Link Challenge 2015

The Library once again hosted Reading Link. Through the school year grade 4 & 5 students read and study 6 books, engaging in quiz competitions to test their knowledge of the books. School champions go to district competitions, and winners of the district championships go on to represent their municipality in the Community Challenge. The Library usually hosts the Fraser Valley Community Challenge, but this year we held the Grand Finale at the KPU Langley campus. The Grand Finale brings together the top 2 winning teams from North Vancouver, Coquitlam, Port Moody, Surrey and Fraser Valley Library districts. Ten teams battled it out in 3 rounds, and the winners were the Maple Ridge All Stars.

- Science Rendezvous 2015

This year the Library was happy to host Science World in the Library during the KPU Langley event. They made oboes out of straw and harmonicas out of popsicle sticks with all the kids that visited. The Library also set up a streaming science video area, featuring programming from our Curio database subscription; we also had book displays promoting our collection and put together a feature table to display our Seed Library. The library gate count for the day was 500.

VISION 2018 Strategic Plan *(Note: Alignment with the nine goals of Vision 2018)*

Strategic Goal: Quality

Strategy:

➢ Ensure that KPU's physical and virtual learning spaces and other infrastructure are able to accommodate curricular innovation and changing educational practices, and create vibrant campuses.

    ✓ May 7 - Moodle upgraded to provide enhanced gradebook capabilities and better user experience on mobile devices. Multiple demonstrations were scheduled on all campuses to inform faculty of these enhancements

Strategy:

➢ Assess, select, implement, and celebrate learning methodologies and educational delivery options that provide learners with the support within and beyond the classroom to succeed academically, personally, socially, and professionally.

    ✓ April 13 – Submitted a proposal to IET to extend the capabilities of KPU's digital environment by integrating eportfolio, blogging, and video management tools as part of a supported toolset built around our current Moodle LMS. A core platform of supported tools will encourage exploration of new teaching and learning approaches and allow students to build digital literacy skills. We have begun working with an HRMT faculty

member to develop a support plan for the expanding the use of these tools to enable students to better demonstrate learning.

ACADEMIC PLAN 2018 *(Note: Alignment with the Academic Plan relevant strategies)*
Academic Goal: To Offer Exceptional Learning Environments Attuned to Learners
  ➢ Strategy: 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

  ✓ March 17 (ongoing) - Facilitated a Flexible Learning Working Group of Arts faculty members. Identified a potential course and are working to support the developers in an open collaborative development process. Our goal is to produce a flexible pilot course for the Fall 2015 semester that can be delivered through the OERu as well as for credit at KPU.

The Office of Research and Scholarship

KPU Innovation @ Surrey's Health Tech Innovation Hub

What?

KPU Innovation is a collaborative health hub. The space will serve as a connection point for students, faculty, funders, industry partners, and the community to come together and collaboratively work to create innovative health solutions and technologies.

The space will act as a workshop for all parties, where no one person will research or design alone resulting in a culture of discovery and innovation.

Why?

By creating a shared work space, KPU's research and scholarship will transform into action. Research initiatives and creative designs will form together to create products, services, and developments that will enhance community health and knowledge.

The space will also serve as an applied experiential learning opportunity for students. Students will be able to apply their knowledge from their areas of study to define health challenges that need to be addressed on the ground level. As a result, they will develop and improve their skills by engaging in multiple methods of thought (e.g. design thinking, sustainability thinking) and applications (e.g. clean technology and health technology) in real-world contexts.

How?

The beginning stages:

1. *Showcase.* Storyboards and Challenge Dialogues of KPU's current design/research projects related to Health will be showcased.
2. *Promote.* Community Partners and funders will be invited into the space via events to discuss projects with faculty and students.
3. *Support.* Discovery and innovative projects will be supported through connections made to funders and community partners.

Finance and Administration

Health and Benefits

● The Administrative Employees Hiring and Reporting Manual has been completed and implemented. Training was provided to those employees who will be using the manual.

● The Executive Compensation Disclosure report was completed and submitted to PSEA.

● Along with other participating institutions of the   BC Colleges, Universities and Institutes Benefits Consortium,   KPU will be changing Employee and Family Assistance Program (EFAP) providers. Homewood Health was the   successful proponent for the EFAP tendering process and work is underway to develop a transition plan.

● The Health and Benefits team held two planning session to develop recommendations with respect to a mental health/wellness plan for KPU employees.

Emergency Planning

● Emergency Plan finalized. Sent to Emergency Management Committee for feedback. Will get feedback mid-June and then send to executive for approval

● Formed an Emergency Operations Centre Team

● Almost all Alert Beacons are active and will begin training on the system. IET is still working on some   back end integrations. Will be working with Communications to develop procedures and message templates. Plan is for a full activation of the system during Shake Out BC this October.

● Striving for the development of an Emergency Operations Centre. The success of our program and the success of recovery and returning back to a state of normal relies on having an EOC in constant state of readiness.

● Continuing on developing active threat plans. Highlighted the need for a training video. Two options have been identified. Further evaluation and committee and executive feedback will be required.

Occupational Health and Safety

● Joint Occupational Health and Safety Committees have been established at each campus. Committees are meeting monthly and conducting safety inspections on a regular basis. Seventeen (17) inspections have been completed during this reporting period.

- Invited to attend School of Business Academic Council to review OH&S programs and initiatives that are available to support Faculty.

- Completed OH&S Risk Register.

Security

- Security arranged for senior management to meet with Dr. Stephan HART and Dr. Kelly WATT to discuss future needs and considerations for the BIT (Behavioral Intervention Team) and a Threat Assessment Team.

- Security arranged to have Kevin CAMERON , a foremost expert in Threat Assessment , to attend KPU and speak with key individuals in setting up a TAT (Threat Assessment Team).

- Security was invited to attend, observe and evaluate Thompson Rivers University's mock disaster. Participants included the RCMP's negotiators, k-9, ERT, IR, Air division, B.C. Provincial disaster reps, Fire departments from several jurisdictions, B.C. Ambulance services and many more.

Organizational Risk

- Conducted training for administrative staff involved in developing contracts and agreements. Development of a consolidated list of compliance reporting for the university. The list includes mandatory reports and those prepared for the Board.

- Presented an update of the risk assessment for Human Resources, to the HR Committee of the Board.

- Presentation completed to University executive for risks to be assessed at the enterprise level. Initial work to explore the scope and extent of the project has been completed.   Organizational Risk is in dialogue with 2 consulting firms towards developing a risk appetite statement jointly with the Board and management. Reported to the HR Committee of the Board at its April Meeting.

- Organizational Risk is in the early stages of planning for the 3rd joint Enterprise Risk Management Conference to be held in Richmond October 1st and 2nd. The conference has been in partnership with the Ministry of Finance. This year, in addition to two units within the Ministry of Finance, UBC, UFV, College of the North West, Selkirk College, and Okanagan College, and Miley Law are engaged in conference planning.

Facilities

Capital Development (includes planning, design, renovations and new construction)

Ministry of Advanced Education (AVED) Annually funded projects

- Funds received by AVED to support the Maintenance and Renewal of building systems were expended and projects wrapped up for Fiscal 2014. Projects included replacing aging infrastructure (building controls, domestic water systems, sidewalk replacement and mechanical systems), reduction in energy use with instantaneous water heaters; completed engineering audit of exterior lighting to identify future improvements required.

Surrey – Sciences renovation:

- Renovation and move to relocate the Geography/Geology project has been completed.

- Renovation of the former Geography/Geology lab to create the Biology upper level labs is under construction with anticipated completion in July.

Brewing Instructional Lab

- Achieved final occupancy on Mar 27, 2015. Contractors are addressing deficiencies and final closing of the project.

IET Renovation Surrey

- Design work underway to complete a renovation so that the IET personnel who are currently at the Langley campus will be able to return to Surrey.

Faculty of Science and Horticulture & SES Move

- Reconfiguration of furniture and contents move of 21 staff from Surrey to Langley and within Langley.

Financial Services has been busily assisting the KPMG auditors with the preparation of the 2014-15 Financial Statements. The auditors spent three weeks on the KPU audit, which will be going to the Board for approval on June 3, 2015. Starting June 22, the auditors will return for two weeks to work on the KPU Foundation, Alumni and US Loans audits.

Purchasing has welcomed a new Buyer, Brooke Toppings. Our temporary Purchasing Manager, Chuck Yip, has left, and Alixe Best, who was Acting Purchasing Manager for five weeks is the successful candidate for the position of Purchasing Manager.

FINANCIAL OPERATIONS

In early May, John Brown, the Director, left KPU to pursue another job opportunity. We thank John for all his hard work and efforts during his three years with KPU. Kathy Lylyk will be managing the payroll area, and Rada McVicker will be overseeing Accounts Payable, in addition to their regular duties.

Accounts Receivable
Accounts Receivable has been busy issuing invoices totaling $1.3M to KPU's international partners who sponsor students. A large portion of this amount has already been received. The unit has also been hard at work in their collection efforts of unpaid student tuition.

Accounts Payable
The area is commended for their hard work in ensuring all fiscal year 2015 invoices and Purchase card transactions were entered by the very tight deadlines.

Payroll
Payroll welcomes a new member to their team – Lorena Leon.

Treasury/Taxes
Rada has worked with the Brew Lab to ensure that mandatory monthly reporting to Canada Revenue Agency for excise taxes is accomplished.

ANCILLARY SERVICES
Stefan continues to work on addressing issues identified in the MNP internal audit.

KSA Funded Projects

● Bike Repair Stations

Installed at Richmond, Langley and Tech campuses with Surrey in progress

● Surrey & Tech Sidewalks "Desire Paths"

Tech sidewalks - installed and complete with Surrey to be done after Convocation.

● Langley South Lockers

Installed 54 lockers for student use.

● Langley Kitchenette

Installed millwork for microwaves, instant hot water dispenser, slat board and bulletin   board for announcements and laptop bar with power for student use.

● Surrey Community Gardens

Installation of the Westerman Campus Garden completed.

Environmental Activities

Electricity Consumption Reduction Target

● Target of 1% reduction for 2014 was exceeded with a reduction of 1.85%

Green House Gas Emissions

● Completed audit of emissions for 2014 meeting the 15% target reduction below the 2007 level.

Energy Intensity Target

● Target to maintain intensity of .085eGJ/m^2 substantially achieved with intensity at .086eGJ/m^2

BC Hydro Energy Manager

● BC Hydro & KPU agreement signed to provide a maximum of $50,000 funding from BC Hydro towards staffing to support energy conservation. Facilities services existing activities provide the matching equivalent $50,000 required.

Sewer Back Up, Langley campus

● For several weeks the Langley campus West Wing experienced multiple sanitary system back-up's; cause of the problem was determined to be the tie in and activity of the Instructional Brew Lab and its organic solids tanks. The contractor made adjustments. Ongoing monitoring is occurring to evaluate capacity of the entire system.

Facilities Operations / General

Power Failure, Langley campus

● On April 02nd the Langley campus experienced a four (4) hour loss of power mid-afternoon to early evening; contractors responded immediately, identified the source as a main fed breaker required High Voltage specialists. The specialized contractor responded and restored power, identifying a main breaker that will require future replacement in annual upcoming service work.

Elevator Failures, Surrey campus

● A failure of the Fir building, Surrey campus elevator caused disruption for some occupants during classes for two days while a main motor replacement was sourced, delivered, and installed. Major elevator maintenance has been identified as an upcoming priority at the Surrey and Richmond campus this year.

Fire Panel, Nuisance Alarms, Langley campus

- Over a period of two years, on site facilities personnel and contractors investigated the source of a mysterious and sporadic fire panel problem that caused audible alarms in the main lobby. The number of incidents has been increasing. The problem was traced to a remote ceiling location in the South building where a screw had gone through the conduit and wires and was causing a short.

Service Contract Renewals

- With the start of the 2015/16 fiscal year, over 25 Facilities Service contracts were due for renewal or extension. Strong collaboration and planning with the Procurement team have led to an improved strategy going forward for future years to lessen year end work load for both teams. Of significance for upcoming tender in the next 12 months are Waste and Recycling, Janitorial Services, Grounds and Landscaping, Building Automated Controls.

Events on Campus

- Room Bookings and front line Facilities personnel continue to support the planning and coordination/set up of larger events on campus; in this last quarter events included Science Rendezvous, Surrey School District Teacher Training/PD event; Counselor's Conference; and Final Exam preparations in conference centers.

Student Services

The following activities and programs are underway across Student Services in alignment with the University's strategic vision and goals.

Advising Council

Reporting to the Transitions Advisory Group, the Academic Advising Council is pursuing several objectives to better define the role of academic advisors at KPU. The Council is drafting policy to this effect and is actively seeking opportunities to better imbed advising throughout the institution, such as representation on Senate Sub-Committees. In putting the students' experience and well-being at the forefront, supported by integrated services, the Council aligns with Vision 2018 and the Academic Plan.

First Year Working Group

Chaired by Judie Phillips, Special Advisor to the Provost, the First Year working group (of the Transitions Advisory Group) supports the recent KPU Strategic Enrolment Management Planning goal to implement the recommendations of the 2012 Foundation of Excellence (FoE) report by August 1, 2015 as they align to the priorities of the Academic Plan and Vision 2018. Members include faculty, administration, staff and students who were involved in the FoE project or have had substantial experience in first year programming.

New Orientation Framework

In keeping with the Vision 2018 Goals of Quality, Reputation and Relevance and the aims of the University Transitions Project, Student Services is moving forward with an enhanced model of new student orientation for Fall 2015. We want to ensure that new students are excited and informed by their orientation experience, and reinforce for them that the entire university is united in helping to support their success. The first meeting of a KPU-wide Orientation committee will take place the last week of May.

The new Coordinator, Transitions Programs serves as the lead for new student orientation, as well as a variety of other programming to help students get their best start at KPU.

Mental Health Strategy

Recent initiatives in support of KPU's Mental Health Strategy and the broader initiative of Healthy Campus Community include:

- Student Services administration and faculty and student participation and presentations at CACUSS: Healthy Communities conference.
- Mental Health First Aid training for front line staff.
- Development of the University and KSA's Peer Counselling partnership program.
- Complimentary fitness classes and gym membership for all students, thanks to KSA sponsorship.
- Sponsorship of the International Healthy Campus Conference with participation by the Vice Provost Students, the University Diversity Office, and the Directors of Counselling and Student Risk & Judicial Affairs.

Aboriginal Student Services

Aboriginal Admissions Committee
This recently formed committee is made up of an aboriginal faculty member, a representative from the Aboriginal Advisory Committee, each of the Faculties, Admissions, and the University Registrar.

Aboriginal Open House
In partnership with the Dean of Trades, the department of Aboriginal Student Services hosted an Open House at KPU Tech. Middle and high school students from throughout the Fraser Valley catchment areas attended for the day with their teachers and counselors. The students were treated to activities, a campus tour, overviews of the programs and services, and lunch.

Student Conduct and Judicial Affairs

The department of Student Risk and Judicial Affairs was reorganized under Student Services on April 1, contributing to a more cohesive delivery of student services. This realignment intends to emphasize the role of students' rights and responsibilities as members of the KPU community and the support programming available throughout the division to contribute to their success.

The Office of Advancement

Development Office

Executive Director, Advancement Steve Lewarne joined KPU on April 13 and spent his first month acquainting himself with the staff in the Office of Advancement, KPU senior leadership, administrators and deans and member of the KPU Foundation Board. He has visited all campuses and attended a number of external events. He has already met with a number of current donors.

Steve will be appointed CEO of the KPU Foundation at the June 9 board meeting. Marlyn Graziano continues in the interim role until that meeting.

The Office of Advancement supported the KPU Foundation's golf committee in staging the Fifth Annual KPUF Golf Tournament in support of KPU's student athletes. This was a record year, raising $55,000.

New Major Gifts Confirmed or Received

Annual Awards
$ 7,500   The South Surrey & White Rock Art Society Award
($1,500 per year for 2015 – 2019)

Endowments
$ 40,000   PIPS Tireless Runner Endowed Award
$ 40,000   PIPS Lorem Ipsum Endowed Award
$ 20,000   PIPS Wordsmith Endowed Award

External and Government Affairs

As always, we leverage opportunities to increase KPU's exposure and promotion among key influencers in our communities. We connect regularly with local leaders at all levels, media, business/industry, health, education and the non-profit sector.

Events attended

Richmond Chamber of Commerce 911 Awards honoring members of emergency services in Richmond. KPU's table included emergency manager Kyle Klein and faculty and students from the university's public safety communications program.

Grand opening of Health Tech Connex at Innovation Boulevard in Surrey. Attended by several KPU reps from President Davis to alumni, plus Surrey Mayor Linda Hepner, former mayor Dianne Watts (now CEO of the Health Tech Connex Foundation) and other local and provincial leaders.

Richmond Review Women of Distinction Awards celebrating outstanding women in Richmond. Also attended by Richmond MLAs, Mayor Malcolm Brodie, some councillors and school trustees.

Rotary Club of Richmond Sunrise annual auction. Also attended by President Alan Davis and Dean Carolyn Robertson, Wilson School of Design. KPU's Manager, Community and Media, Corry Anderson-Fennell, sits on the auction committee, and designed the auction program as well as

various collateral materials in prominent use at the auction. Corry also delivered a speech to the room of 450 people.

Aboriginal Open House at KPU Tech, attended by 200 students and reps from secondary schools in the KPU region.

President's Dialogue with Gwynn Dyer at KPU Surrey.

Richmond Chamber of Commerce Business After Five networking event at Pathways Clubhouse.

Participated in and facilitated a Career and Co-op Services panel discussion for KPU journalism and English students. KPU alumni now working in the media volunteered as panelists.

The annual Cmolik Foundation scholarship dinner.

Semiahmoo Secondary's annual Jazz Night.

Numerous Surrey Board of Trade events, including the federal budget breakfast with federal Finance Minister and Delta-East Richmond MLA Kerri-Lynne Findlay.

Events hosted

Federal announcement at KPU Richmond regarding new funding for upgrading credentials for foreign-trained health professionals. Richmond Centre MP and Minister of State for Seniors Alice Wong led the event and fielded questions from the media.

Announcement of KPU's new commercial beekeeping course, attended by local and ethnic media. Joining KPU in welcoming the new course – the first of its kind in Western Canada – were MP Mark Warawa on behalf of funder Western Economic Diversification and Honeybee Centre owner John Gibeau. Representatives from Langley City and Township also attended.

Richmond Multicultural Community Services Society's Diversity Dialogue at the Melville Centre at KPU Richmond. Representatives from business, local and provincial government, health, education, non-profit, development, media and others attended to hear presenters share their experience of locating in Richmond. Part of a larger federal strategy in which KPU is also a stakeholder.

Sponsored and attended the Evolution of Communities day-long workshop hosted by the City of Surrey.

Sponsored and activated at Party for the Planet, one of the City of Surrey's signature events, attracting upwards of 20,000 people. KPU sponsored the Digital Photo Booth and every photo taken included the KPU logo. In attendance were Surrey Mayor and Council, local MLAs and MPs and local business leaders. The event was held on the plaza outside Surrey City Hall, next to the future home of KPU's 3 Civic Plaza location.

Sponsored and attended the BC Economic Development Association's annual summit in Richmond. Keynote address was delivered by Job, Skills Training and Tourism Minister Shirley Bond.

Hosted the luncheon for the annual Surrey Board of Trade Tour of Industry at KPU Tech. Over 100 SBOT visitors attended and toured the Cloverdale facility.

Hosted two tables at the Surrey Food Bank's annual Breakfast With The Bank fundraiser, attended by 700 community leaders.

University initiatives led

New@KPU monthly employee newsletter – since its launch in August 2014, New@KPU continues to evolve, and in May we introduced a new monthly feature focusing on a period of KPU's history, Blast from the Past. According to information from Industry Mailout, which provides the software, our readership is slightly above average for an institution of our size.

Alumni newsletter content

KPU in the News

University initiatives supported

University Transitions Project

Student Health 101

> Compass Card rollout to KPU students
> Printer strategy rollout to the entire KPU community
> Emergency notification system installation and testing

Other

> Corry Anderson-Fennell was appointed co-chair of the Richmond Multicultural Community Services Society's Community Collaboration Team, which will spend the next two years doing research and engaging the community in coming up with a diversity strategy, which the two co-chairs will present to Richmond Council next summer.

KPU media coverage – March 12 – May 13, 2015

KPU was covered by all local community papers in Richmond, Surrey and Langley multiple times, and positive news stories featured prominently in *The Globe and Mail, CBC Radio, Business in Vancouver, The Georgia Straight, The Province* and *Metro Vancouver*.

Once again, the KPU media team oversaw media promotion for the university's annual fashion show, held April 9. Coverage leading up to the event and media attendance at both shows broke all previous records. Well-known niche fashion bloggers attended the evening show, GlobalBC produced a segment that ran on the nightly news, *The Vancouver Sun* filmed the show for its fashion video series and Breakfast Television filmed live from KPU Richmond for its morning show.

New working relationships were formed with reporters from *The Province, The Vancouver Sun, The Globe and Mail* and GlobalBC*.*

KPU distributed a total of 37 news releases and media advisories:

> March 12-31: 10 news releases
> April: 19 news releases
> May 1-13: 8 news releases

Coverage was received on more than 276 occasions:

> March 12-31: 87 mentions
> April: 152 mentions
> May 1-13: 37 mentions

The following is a list of KPU news releases that generated media attention and coverage. This does not represent the number of times each story was picked up, as many were picked up several times:

> Student starts KPU Club for the Cure
> National science festival comes to KPU Langley
> Young music trio wins again, moves on to B.C.-wide festival
> Four KPU fashion students hit Saskatchewan's biggest runway
> Drilling down to send low-cost surgical hardware to Nepal
> KPU to award honorary degree to pragmatic former union leader Sinclair
> Fashion historian accessorizes with honorary degree from KPU
> KPU mascot soars to space and back for science
> Brewing up a storm: KPU opens instructional brew lab
> CFL's LaRose shares secret to success: there isn't one
> KPU to award Langley music school founders honorary degrees
> Local students showcase talent and passion for science
> Play held at KPU educates on violence in relationships
> B.C.'s biggest student fashion show hits the runway in Richmond this Thursday
> 'Feed the soul' with PechaKucha Night Richmond
> Richmond PR students raise over $18,000 for charity

New KPU beekeeping program creates a buzz

Alumni Relations

KPU's Director, External and Government Affairs, Marlyn Graziano was appointed the permanent executive director for the KPU Alumni Association on April 20. Marlyn will oversee KPU Alumni Relations in addition to her external and government affairs portfolio.

Alumni events

Planning, promotion and execution of the following:

- KPU Alumni Association's Vancouver Sun Run Team – April 19 (14 alumni attended).
- KPU Alumni Association's – Speak like a Leader workshop – June 11 (expecting 60 alumni to attend).
- Spring Convocation – presence at for all seven receptions following convocation.
- Distinguished alumni award presentation on May 19th and May 22nd.

Coordinated alumni speakers for:
- KPU Speaker series alumni panel hosted by Career and Co-op Services - English/Journalism – April 2 (five alumni spoke on the panel and one alumna facilitated the panel).

Mentorship program

Alumni Relations Officer Shina Bopari participated in an eight-week mentorship within the Richmond School District as a KPU representative/ambassador through the YWCA mentorship program and also learned more about the mentorship programs to help improve the KPU alumni-student mentorship program.

Alumni Chapters
- Two new alumni chapters created: Criminology and Marketing

Alumni Metrics

Alumni metrics for measuring alumni activity and engagement for KPU alumni have been completed. The process required included (1) data entry, (2) metrics set-up, (3) measurement, and (4) analysis.

Marketing collateral

Materials updated or created and ready for circulation include:
- Alumni chapters postcard
- Reply cards for convocation
- Alumni branded greeting cards

Also promoted the KPUAA spononsorship fund to the KPU and alumni community.

Alumni newsletter

The monthly alumni newsletter was circulated on March 17 and April 21. 1,092 email recipients opened the newsletter in March and 1,910 open the newsletter in April.

Marketing and Recruitment

KPU

Marketing Dashboard
Jan–Mar 2015

Issued May 2015

Domestic Applications

Fall 2015 intake

2014	2015
5,889	6,060

3% ⬆

Community Outreach

Jan–Mar **2014** vs **2015** Activity
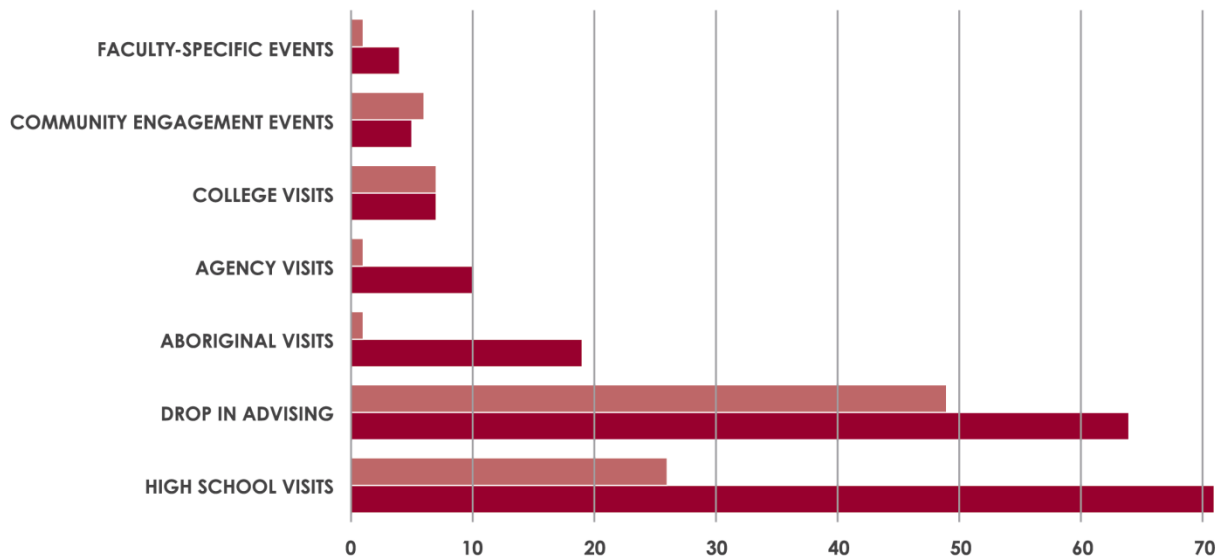
Marketing and Recruitment
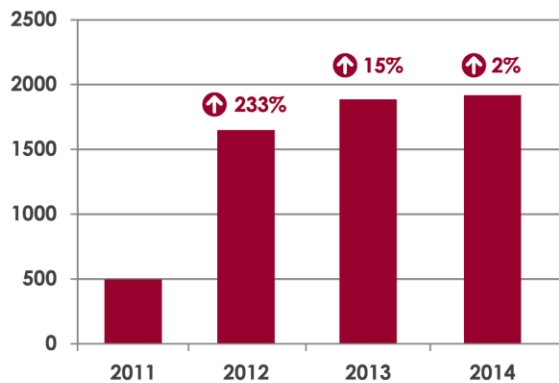
Community Outreach

Jan–Mar 2015

6%
4%
3%
2%
10%
39%
36%

■ High School Visits: 2,192 students
■ Drop in Advising: 630 students
■ Aboriginal Visits: 117 students
■ Agency Visits: 111 students
■ College Visits: 101 students
■ Community Engagement Events
■ Faculty-Specific Events
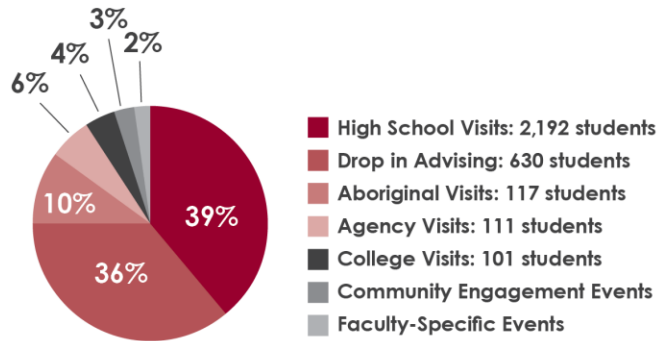
Prospect Communication

Jan–Mar 2015

98
777
1,857

■ Telephone Advising
■ Online Chat
■ Study@ emails
74% program inquiries
26% general inquiries
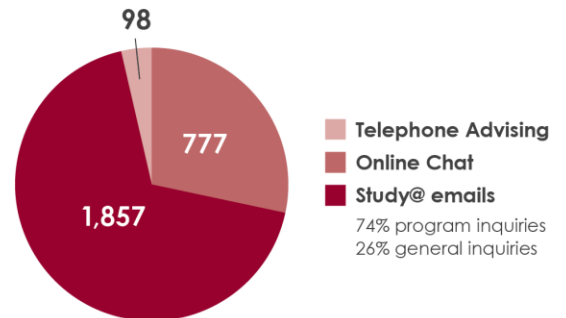
Annual Marketing Requests

Jan–Mar 2015

⬆ 233%   ⬆ 15%   ⬆ 2%

2500
2000
1500
1000
500
0
2011   2012   2013   2014

Quarterly Marketing Requests

Jan–Mar 2015

200
180
160
140
120
100
80
60
40
20
0
Jan   Feb   Mar
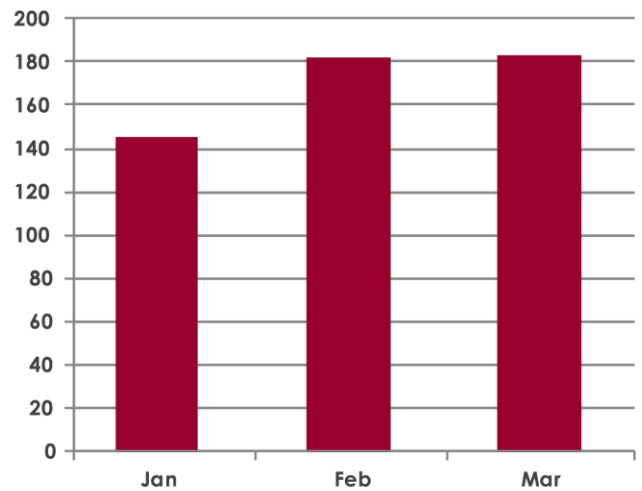
Active Marketing Requests

As of April 1

89
126

- in progress
- pending approval
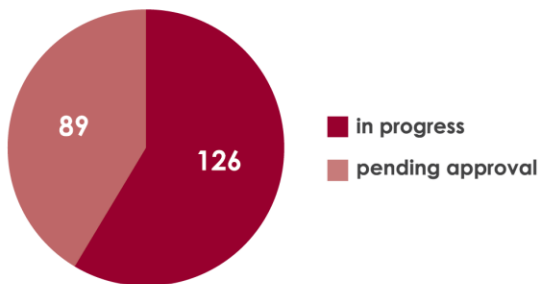
Social Media

Nov 2014 – Apr 2015

Facebook
369 new likes
9.76% ⬆

Twitter
258 new followers
6.82% ⬆

Instagram
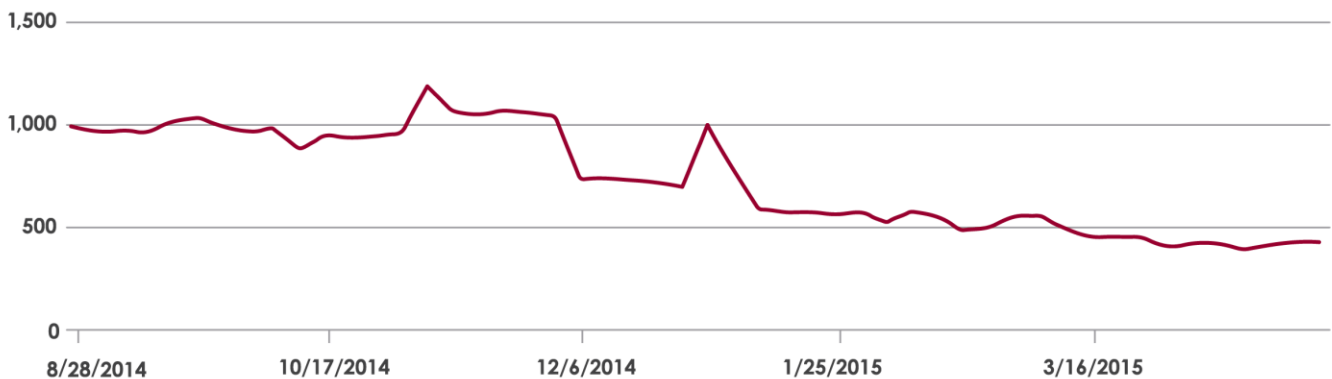241 new followers
146% ⬆

Website

— **Broken Links**

1,500

1,000

500

0

8/28/2014   10/17/2014   12/6/2014   1/25/2015   3/16/2015

Institutional Analysis and Planning

VISION 2018 Strategic Plan

Many of the activities carried out by IAP staff during this period address strategies related to specific goals in KPU's strategic plan. These are highlighted below.

Quality:

Goal: Learner engagement and retention at KPU shows continuous improvement
Strategy: Develop and implement retention strategies that identify groups of students at risk, set retention targets and enhance student success:

> Retention data: finalized dashboard and database that provides retention and completion rates to the program level, and can be used for research on factors related to student success. Presented to President, Provost and Vice-Provost, and members of Academic Council. Training sessions on use of the dashboard scheduled for May and June.

Strategy: Assess, select, implement, and celebrate learning methodologies and educational delivery options that provide learners with the support within and beyond the classroom to succeed academically, personally, socially, and professionally:

> The First-Year Nursing Student Experience research: Assisted the Faculty of Health on research about the first-year experiences of nursing students to understand how to develop curriculum, institutional policy, and support measures to enhance students' success. Administered a survey of nursing students about their first-year experiences and challenges. This will be repeated for future cohorts as they complete their first year of the Bachelor of Science Nursing (BSN) or Bachelor of Psychiatric Nursing (BPN) programs.
>
> English Writing Lab Pilot study: The purpose of the Writing Labs is to provide additional support to students in ENGL 1100 to improve their success in the course. Conducted a survey to obtain feedback on the effectiveness of the ENGL 1100 Writing Lab Pilot.

Goal: KPU is a well-managed, integrated, and transparent organization that supports learning
Strategy: Implement an integrated system that aligns institutional planning and supports reporting on goals and priorities:

> Planning and reporting system: Exploring strategy execution and management software. IET's security review is now complete. Delay in further assessment until vacant positions in IAP have been filled.
>
> Reporting on VISION 2018: updating measure for the June report as the data becomes available.

Strategy: Institutionalize effective quality assurance processes that allow for regular review of all areas of the university:

Reorganized program review and student appraisal of instruction functions into one unit responsible for quality assurance. New Research Assistant for this unit will begin June 1.

In the process of hiring a Manager of Strategic Planning and Quality to provide management of quality assurance functions. Expect to be filled in June.

Updating and improving processes for program review and student appraisals. Ongoing.

Supporting program reviews: Currently supporting 6 programs (or collection of related programs) that are undergoing reviews.

Student appraisals for Spring session carried out as per schedule. Planning for Summer session underway.

Strategy: Review and Adjust procedures to ensure efficiency and effectiveness

Replaced PDF data reports with interactive dashboards to support informed decision making, covering:
Enrolments by course, and by Student Faculty
Utilization and waitlist
Grade distributions
High school grad transition to PSE

Will continue to improve these by obtaining feedback from Deans/Associate Deans and other users, and will develop dashboards to cover other data needs.

Strategy: Broaden the modes and increase the frequency of communication within the university community in order to enhance transparency, decision-making, collaboration, and relationship-building among departments

Consulting with Deans, Associate Deans and other senior administrators to ensure they have the data they need to support decision-making. Also ensure they understand the potential use and interpretation of the data we provide.

Reputation:
Goal: KPU's unique identity is clearly articulated and well understood across the University and beyond.
Strategy: Ensure that KPU's unique role in higher education, its pride and its important endeavors, and the success of its students are all reflected in its publications and communications, internal and external.

Ensure the annual Accountability Plan and Report supports this strategy

Working with External Relations to profile the success of KPU's students and graduates in the 2014/15 report.

Relevance:
Goal: The Impact of KPU's Community engagement has doubled by 2018.
Strategy: Establish KPU as a key partner in regional economic development:

Economic impact study completed and draft report received. Final report expected by end of May 2015.

Goal: KPU's operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population:

Strategy: Develop a comprehensive strategic enrolment management plan:

Created environmental scan for Strategic Enrolment Management Plan 2015-18: Phase I report

Assisted with the development of the Strategic Enrolment Management Plan 2015-18: Phase I report

ACADEMIC PLAN 2018

Supporting the achievement of this plan through the following:

Support on the implementation of the strategies, especially development of strategic enrolment management plan (identified above)

Support on the development of performance reporting on the Academic Plan implementation

ACCOUNTABILITY REPORTING TO GOVERNMENT

Completion of the FTE report that was submitted to AVED on May 15, 2015.

Preparation for the Central Data Warehouse submission, which is due by May 30, 2015.

Preparation for the 2014/15 Accountability Plan and Report, which is due by July 17, 2015