Regular Meeting Agenda

Board of Governors

Date: **January 27, 2016**
Time: **3:00 pm – 4:18 pm**
Location: **Langley Campus, Meeting Room 1030**

Attending: Doug Beaton, Steven Button, Sandra Case, Tanya Corbet, Alan Davis, Marc Kampschuur, Jamie Kokoska, Jessica Lar-Son, Hanne Madsen, George Melville [tbc], Suzanne Pearce, Lisa Skakun, Praveen Vohora, Kim Rose

University Community: Salvador Ferreras, Marlyn Graziano, Jon Harding, Kathy Lylyk, Maggie MacKenzie, Lori McElroy, Angela Tao, Stefanie Singer, Keri van Gerven, Shelley Wrean,

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 & Introductory Remarks**	**Lisa Skakun**		**3:00- 3:02**	
2. **Oath of Office - Doug Beaton, Sandra Case and Praveen Vohora**	**Lisa Skakun**		**3:02-3:03**	
3. **Approval of Agenda**	**Lisa Skakun**	**M**	**3:03-3:04**	
4. **Consent Agenda** 4.1. **Minutes of November 18, 2015** 4.2. **Program Concept and Full Program Proposal: Bachelor of Arts Minor in Indigenous Community Justice** 4.3. **Full Program Proposal: Certificate in Health Foundations** 4.4. **Full Program Proposal: Bachelor of Science in Nursing** 4.5. **Full Program Proposal: Bachelor of Psychiatric Nursing** 4.6. **Full Program Proposal: Horticulture Technology Diploma** 4.7. **Employee Code of Conduct** 4.8. **2015/16 Interim FTE Report** 4.9. **AVED Forecast for Q3**	**Lisa Skakun**	**M**	**3:04-3:06**	**4**

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5.	**Audit Committee**				
	5.1. Committee Chair Report	**Hanne Madsen**	**I**	**3:06-3:07**	
	5.2. Request for Proposal (RFP) for External Audit Services	**Hanne Madsen / Jon Harding**	**I**	**3:07-3:10**	**33**
6.	**Finance Committee**				
	6.1. Committee Chair's Report	**Hanne Madsen**	**I**	**3:10-3:11**	
7.	**Governance Committee**				
	7.1. Committee Chair's Report	**Lisa Skakun**	**I**	**3:11-3:12**	
	7.2. Appointment of the Presidential Search/Reappointment Advisory Committee	**Lisa Skakun**	**M**	**3:12-3:17**	**35**
	7.3. Appointment of the Board Representative on the KPU Foundation Board of Directors	**Lisa Skakun**	**M**	**3:17-3:19**	**36**
	7.4. Appointment of the Board Representative to Senate	**Lisa Skakun**	**M**	**3:19-3:21**	**37**
	7.5. Appointment of the Board Governance Manual Task Force	**Lisa Skakun**	**M**	**3:21-3:26**	**38**
	7.6. Board Planning Seminar – February 20, 2016	**Alan Davis**	**D**	**3:26-3:29**	**39**
	7.7. New Academic Policy: AC10: Establishment, Revision, Suspension and/or Discontinuance of Programs Policy	**Lisa Skakun**	**M**	**3:29-3:32**	**41**
	7.8. New Governance Policy: Policy GV9, Establishment and/or Discontinuance of Faculties and Departments Policy and Procedure	**Lisa Skakun**	**M**	**3:32-3:35**	**51**
8.	**Human Resources Committee**				
	8.1. Committee Chair's Report	**Hanne Madsen**	**I**	**3:33-3:36**	
	8.2. KPU Listens	**Alan Davis**	**I**	**3:36-3:39**	
	8.3. Presidential Search/Reappointment Advisory Committee	**Hanne Madsen**	**I**	**3:39-3:41**	
9.	**Board / Senate Task Force on Bi-cameral Governance – No report**				
10.	**President's Report**				
	10.1. Report to the Board	**Alan Davis**	**I**	**3:41-3:44**	

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10.2. Quality Assurance Framework for KPU	**Alan Davis**	**I**	**3:44-3:52**	**60**
11. Provost's Report				
11.1. Report to the Board	**Salvador Ferreras**	**I**	**3:52-3:55**	
11.2. Academic Plan 2018 – Performance Report	**Salvador Ferreras**	**I**	**3:55-4:00**	**66**
12. Vice President, Finance & Administration				
12.1. Report to the Board	**Jon Harding**	**I**	**4:00-4:03**	
13. Senate Report: November 30 and December 14, 2015	**Alan Davis**	**I**	**4:03-4:06**	**76**
14. Issues and Concerns	**Lisa Skakun**	**D**	**4:06-4:09**	
15. Next Meeting Agenda Contribution	**Lisa Skakun**	**D**	**4:09-4:11**	
16. For the Good of the Order	**All**	**D**	**4:11-4:13**	
17. Feedback on the Meeting	**All**	**D**	**4:13-4:15**	
18. Appendix: **18.1. Report to the Board of Governors** **18.2. Board of Governors**		**I**	**4:15-4:17**	
19. Next Meeting **Regular Board Meeting** **Wednesday March 30, 2016** **Richmond Campus, Melville Centre** **3:00 – 7:00 pm**			**4:17-4:18**	
20. Adjournment	**Lisa Skakun**		**4:18**	

Board of Governors	**Regular Meeting**
Agenda Item:	**#4**
Meeting Date:	**January 27, 2016**
Presenter(s):	**Lisa Skakun**

Agenda Item:	**Consent Agenda**

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

Recommended Resolution:	THAT the Board of Governors approve the following items on the Consent Agenda:
	4.1 **Minutes November 18, 2015**
	4.2 **Program Concept and Full Program Proposal: Bachelor of Arts Minor in Indigenous Community Justice**
	4.3 **Full Program Proposal: Certificate in Health Foundations**
	4.4 **Full Program Proposal: Bachelor of Science in Nursing**
	4.5 **Full Program Proposal: Bachelor of Psychiatric Nursing**
	4.6 **Full Program Proposal: Horticulture Technology Diploma**
	4.7 **Employee Code of Conduct**
	AND
	THAT the Board of Governors receive the following for information:
	4.8 **2015/16 Interim FTE Report**
	4.9 **AVED Forecast for Q3**

Attachments:
1. Minutes of November 18, 2015
2. Program Concept and Full Program Proposal: Bachelor of Arts Minor in Indigenous Community Justice
3. Full Program Proposal: Certificate in Health Foundations
4. Full Program Proposal: Bachelor of Science in Nursing
5. Full Program Proposal: Bachelor of Psychiatric Nursing
6. Full Program Proposal: Horticulture Technology Diploma
7. Employee Code of Conduct
8. 2015/16 Interim FTE Report
9. AVED Forecast for Q3

Submitted by: Keri van Gerven

Date submitted: January 18, 2016

Present	**Board**	**University Vice Presidents**
	Lisa Skakun / Chair	Salvador Ferreras / Provost & VP Academic
	Steven Button	Jon Harding / VP, Finance & Administration
	Tanya Corbet	
	Alan Davis / President & Vice Chancellor	**University Community Members**
		Harry Gray / AVP, Administration
	Jamie Kokoska	Marlyn Graziano / Executive Director, External & Government Affairs
	Jessica Lar-Son	
	Chris McCue	Maggie MacKenzie / Confidential Assistant, Board of Governors
	Hanne Madsen	
	George Melville / Chancellor	Lori McElroy / Executive Director, Institutional Analysis & Planning
	Suzanne Pearce	
	Kim Rose	Keri van Gerven / University Secretary
		Shelley Wrean /General Counsel

Regrets   Marc Kampschuur

1. Call to Order

The Chair called the meeting to order at 3:08 pm and welcomed new Board members, Suzanne Pearce and Tanya Corbet, and Guests.

2. Approval of Agenda

Motion #08-15/16
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the agenda with the addition of the Oath of Office for Tanya Corbet.

3. Oath of Office

The Chair administered the Oath of Office to Tanya Corbet and noted that Suzanne Pearce took the Oath of Office at a meeting held on November 9, 2015.

4. Consent Agenda

Motion #09-15/16
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following item on the Consent Agenda:
4.1 Minutes September 23, 2015
AND
THAT the Board of Governors receive the following for information:
4.2 KPU Budget & Mandate Letter
4.3 Second Quarter Financial Report of Operating Funds Only – Quarter Ending September 30, 2015
4.4 HSBC Global Asset Management Investment Compliance Report and Portfolio Review
4.5 RBC Wealth management, Dominion Securities Investment Adherence Report and Portfolio Review
4.6 Signing Authority Policy, Procedures and Schedules of Signatures
4.7 Academic Schedule

5. Audit Committee Report	***6.1 Chair's Report*** Committee Chair, Hanne Madsen advised that the External Audit services contract with KPMG has been extended to June 30, 2016. Ms. Madsen noted that the current Internal Audit Services contract expires at the end of November and that recruiting is underway for an internal resource to provide internal audit services. This position will report directly to the Audit Committee and administratively to Jon Harding. Jamie Kokoska will represent the Audit Committee in the recruiting process.
6. Finance Committee Report	***7.1 Chair's Report*** Committee Chair, Hanne Madsen advised that the Finance Committee approved a mid-year budget allocation of $2.7 million to Continuing & Professional Studies (CPS). ***6.2 AVED Forecast for Q2*** Hanne Madsen reviewed highlights of the Board Report including domestic and international enrolment, personnel costs including BCGEU and KFA salary adjustments and an organization-wide effort to tighten controls over non-salary costs. ***7.3 Board of Governors Budget*** A revised budget was distributed and Keri van Gerven, University Secretary, noted that the budget was been condensed and simplified and that the Finance Department has confirmed budget allocations. *Chris McCue joined the meeting.* **Motion #10-15/16** **MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Board 2016/17 Budget as recommended by the Board Finance Committee.**
7. Governance Committee Report	***8.1 Chair's Report*** Committee Chair, Lisa Skakun advised that the committee report is covered by the items on the Agenda. ***8.2 VISION 2018 – Targets for New Measures*** *Lori McElroy joined the meeting.* Lisa Skakun advised that the committee received a report from Lori McElroy, Executive Director, Institutional Analysis & Planning and discussed and concurred with the recommended VISION 2018 Targets for new measures.

Motion #11-15/16
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Board 2016/17 Budget as recommended by the Board Finance Committee.

8.3 2016 Board Planning Seminar / Agenda Ideas

Lisa Skakun highlighted the format of previously held Board seminars, outlined suggestions for the upcoming session tentatively scheduled for February 19 and/or 20, 2016 and noted that the Governance Committee has provided feedback for management's review.

Alan Davis noted that Guest Speaker Ruth Wittenberg is currently President of the BC Association of Institutes and Universities and previously held positions in the BC Government including the Ministry of Advanced Education and the Ministry of Education. Ms. Wittenberg is well versed in Board affairs, the interface with government and discussions occurring throughout the post-secondary sector. February 2016 marks the mid-way point of VISION 2018 and Lori McElroy has been invited to present a Performance Report for discussion. The Governance Committee has recommended that the session be held on the Langley Campus and that the formal and informal agendas take advantage of the opportunities the campus offers.

8. Human Resources Committee Report

8.1 Chair's Report

Committee Chair, Hanne Madsen advised that the committee approved the Appointment of Zena Mitchel as University Registrar and received an update on the establishment of the Presidential Appointment and Reappointment Search Advisory Committee which is expected to be in place by January.

Board Chair, Lisa Skakun thanked Hanne Madsen for her time and dedication in serving as Vice Chair and Chair of the Human Resources and Finance and Audit Committees until such time as the Board has a full complement.

9. Board / Senate Task Force on Bi cameral Governance

No report

10. President's Report

10.1 Budget Consultations with Provincial Select Standing Committee on Finance

Alan Davis provided an overview of the consultations held throughout the province with the Provincial Select Standing Committee on Finance and Government Services. Dr. Davis advised that the Committee's Report on the Budget 2016 Consultations is now available on the Legislative Assembly website and it is evident that the committee heard from all corners of the

K-12 and post-secondary education sectors. Dr. Davis also highlighted some of the committee's recommendations.

Dr. Davis confirmed that submissions and presentations were also made by faculty and student associations.

10.2 Report to the Board

Alan Davis noted that the Report to the Board is included as part of an Information Package. The report provides a summary of activities since the last Board meeting.

Dr. Davis also announced that KPU Eagles men's soccer team placed 5th at the Canadian Collegiate Athletic Association (CCAA) National Championships and congratulated team members on their success.

11. Provost's Report

11.1 Report to the Board

Salvador Ferreras provided an update on his report Included in the Information Package including participation in the BC Education Plan Think Tank hosted by the Ministry of Education. Dr. Ferreras stated that the purpose of these sessions is to obtain input from post-secondary institutions to transition students graduating from a different primary and secondary education curriculum. The new curriculum is now available for K-9 and available for 10-12 in 2017. This means that post-secondary institutions have four years to prepare and ensure a smooth transition for students.

Action Item:
A link to detailed information on the Ministry of Education website will be provided to members of the Board.

Dr. Ferreras also provided an update on discussions regarding the Traditional Chinese Medicine Diploma in Acupuncture, launch of the Healthy University Framework for students and employees, a visit by to the School of Horticulture by the Minister of Agriculture and the Minister of the Environment and launch of a dual credit program with Delta School District featuring the first farm school at a secondary school. Dr. Ferreras also advised that a $2.7 million grant was received from the Ministry of Aboriginal Relations and Reconciliation (MARR) to collaborate with Squamish, Musqueam, Tsleil Waututh and Kwikwethem First Nations to research skills gaps that imped labour market participation among bands impacted by LNG. A $4 million grant was also received from the Ministry of Advanced Education (AVED) for expansion of Aboriginal Trades Training.

Lisa Skakun thanked Geoff Dean for years of his service and contributions to Kwantlen Polytechnic University as a member of Board of Governors.

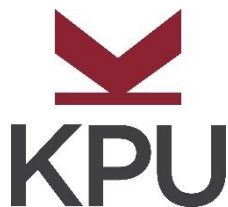|	
12. Vice President, Finance and Administration	*12.1 Report to the Board* Jon Harding provided an update on his report included in the Information Package and advised that the Director, Business Performance & Advisory Services position has been posted and that the format for enterprise risk management reporting is under review.
13. Senate Report: September 28 and October 26, 2015	The Senate Reports of September 28, 2015 and October 26, 2015 were received.
14. Issues and Concerns	No issues or concerns were identified.
15. Next Meeting Agenda Contribution	Board members are asked to send contributions for the next meeting agenda to Keri van Gerven.
16. For the Good of the Order	▪ The 27th Annual Scholarship & Awards Dinner will be held on Thursday, November 19, 2015 hosted by the KPU Foundation. ▪ The Kwantlen Polytechnic University Alumni Association's (KPUAA) Annual General Meeting was held on Monday, November 16, 2015 with a number of new members elected to the Board.
16. Feedback on the Meeting	Lisa Skakun thanked Alan Davis, Salvador Ferreras, Keri van Gerven, Maggie MacKenzie and Shelley Wrean for their contributions in enhancing meeting agendas and packages.
17. Appendix: Information Package	An information package was received and Alan Davis noted that, although the intent is to streamline this package, it is an extremely valuable reporting tool for the university.
18. Next Meeting	Wednesday, January 27, 2015 at the Langley Campus, Boardroom 1030 Board Planning Seminar
19. Adjournment	The meeting adjourned at 4:50 p.m.

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Board Chair

Board of Governors   **Regular Meeting**
Consent Agenda Item: #4.2
Meeting Date: January 27, 2016
Presenter(s):   Hanne Madsen

Agenda Item:	**Program Concept and Full Program Proposal: Bachelor of Arts Minor in Indigenous Community Justice**

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

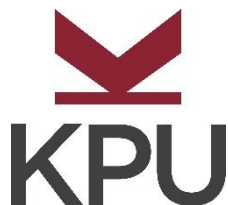|	
Board Committee Report:	*The Board Finance and Board Governance Committees reviewed the Program Concept and Full Program Proposal for the Bachelor of Arts Minor in Indigenous Community Justice at meetings held on January 14 and January 20, 2016 respectively and recommend the program to the Board of Governors for approval.*
Key Messages:	1. **The proposed Minor in Indigenous Community Justice strongly reflects our institutional Mission, Vision, and Values (Vision 2018).** 2. **The proposal outlines a unique and relevant curriculum that aligns with KPU's community and Aboriginal learning goals (Vision 2018, KPU Academic Plan 2018).** 3. **The proposal "is directly aligned with KPU's mandate to foster critical awareness and cultural sensitivity… [it] will provide an option for students in B.A. programs to develop further knowledge of Indigenous peoples and communities "(attached FPP).**
Resource Requirements:	The program is largely deliverable within existing resources. One new faculty position is planned to support instructional and scholarly expertise in Indigenous knowledge(s). Internal and external consultations, approvals, and endorsements are outlined on p. 15-21 of attached FPP.
Implications / Risks:	There are no health, environmental, legal, or other implications attendant to this proposal. The delivery of the proposed program is a strong reputational opportunity.
Consultations:	As described above, and outlined in detail on p. 15-21 of the attached FPP, the proposed program is strongly aligned with KPU's strategic and academic plans.
Attachment:	• <u>Executive Summary</u>, <u>Full Program Proposal</u>, Bachelor of Arts Minor in Indigenous Community Justice and Program Concept
Submitted by:	Dr. Diane Purvey, Dean, Faculty of Arts
Date submitted:	January 21, 2016

Agenda Item:	**Certificate in Health Foundations Non-Degree Program**

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

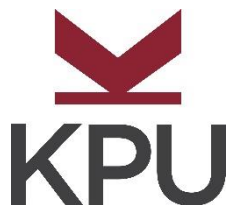| **Board Committee Report:**	*The Board Finance and Board Governance Committees reviewed the Full Program Proposal for the Certificate in Health Foundations Non-Degree Program at meetings held on January 14 and January 20, 2016 respectively and recommend the program to the Board of Governors for approval.*
Context & Background:	With the proposed Certificate, students will be admitted into the Faculty of Health (FoH) by satisfying the Faculty's undergraduate admission requirement; which consists of KPU's Undergraduate English Proficiency requirement. This is an open enrolment program with intakes in each semester; maximum capacity to be determined. Courses may be taken part-time or full-time and do not comprise a cohort. Creation of this Certificate Program ensures student eligibility for financial aid during the pre-nursing, pre-psychiatric nursing or health general phase of their studies.
Key Messages:	1. **In order to align with KPU admissions criteria and allow students to begin taking courses in the FoH an intake option was needed.** 2. **A suite of ten courses has been identified for this Certificate and will comprise the first year of study in both the Bachelor of Psychiatric Nursing Program (BPN) and the Bachelor of Science in Nursing Program (BSN).** 3. **Upon completion of the ten courses, students will be eligible to apply for declaration into the BPN or BSN program, or they may move to another Faculty/Program at KPU or another institution.**
Resource Requirements:	For the Health Foundations Certificate, although maximum capacity is yet to be determined, required resources have already been obtained and are part of the day-to-day operational requirements to meet nursing degree program outcomes and numbers. This program contains three new courses, where a tuition differential may be applied. Other remaining credits for this program are pre-existing courses at KPU.
Implications / Risks:	This Certificate program represents the first year of two ongoing nursing degree programs. No new/additional risks/implications have been identified.

Consultations: Comprehensive discussions with the Office of the Registrar and Student Awards and Financial Assistance have occurred to create this Certificate and identify applicable admission and registration processes. There have also been discussions between the Deans of FoH, Faculty of Arts and Faculty of Science and Horticulture to ensure coordination of the foundation course offerings and to begin discussions regarding block transfer into degrees as a future consideration.

Attachment: Executive Summary, Non-Degree Program Proposal and Appendices as approved at December 14, 2015 KPU Senate meeting.

Submitted by: Jean Nicolson-Church

Date submitted: January 21, 2016

Board of Governors   **Regular Meeting**
Consent Agenda Item: **#4.4**
Meeting Date: **January 27, 2016**
Presenter(s):   **Hanne Madsen / Lisa Skakun**

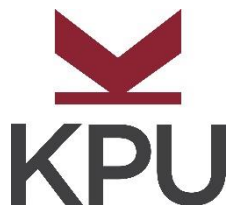**Agenda Item:**   **Bachelor of Science in Nursing (BSN), Full Program Proposal**

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

Board Committee Report: *The Board Finance and Board Governance Committees reviewed the Full Program Proposal for the Bachelor of Science in Nursing (BSN) at meetings held on January 14 and January 20, 2016 respectively and recommend the program to the Board of Governors for approval.*

Context & Background: The Bachelor of Science in Nursing (BSN) program currently consists of four years of study across eight semesters. Students enter directly into year one of the BSN Program and continue through the program as a cohort.

In the proposed program students will be admitted to the Health Foundations Certificate (HF) and select one of three options; pre-nursing, pre-psychiatric nursing or undeclared. Upon successful completion, students will be eligible to apply for declaration into the BSN program. The selection process will be competitive. Selected students will proceed through semesters Three to Eight as a full-time cohort. The College of Registered Nurses of British Columbia (CRNBC) has reviewed the proposed program and has recognized it for a five year term. This approach was previously approved at KPU Senate, April 2015 and upon review by the Degree Quality Assessment Board (DQAB) the changes were deemed significant enough for a new program resulting in the Full Program Proposal. The program will continue to have two intakes of 32 students per year.

Key Messages:
1. **Implementation of the Certificate in Health Foundations requires adjustment and modification to the BSN Program across the remaining six semesters.**

2. **The Health Foundation Certificate Program courses will help curb attrition in the BSN Program as it enables students to complete required courses such as English and Biology which have caused students to leave the previous program due to academic failure. It will also give them an opportunity to assess if nursing is the right choice for them.**

3. **Total required credits in the BSN Program have been decreased from 141 to 125, making the program more affordable for students and similar to other programs throughout the province. The revision will improve quality through planned and implemented efficiencies.**

Resource Requirements:
For the Bachelor of Science in Nursing (BSN), required resources have already been obtained and are part of the day-to-day operational requirements to meet program outcomes. No new resources are required due to curriculum changes that have led to the submission of this Full Program Proposal (FPP).

For the Bachelor of Science in Nursing, estimated costs are cost neutral given the current operational base budget allocation. Revisions to the curriculum and proposed tuition differential will lead to further cost reductions and further increase in revenues. The ability to apply a tuition differential is unknown at this time.

Implications / Risks:
This is an ongoing nursing degree program. No new/additional risks/implications have been identified.

Consultations:
Comprehensive discussions with the Office of the Registrar and Student Awards and Financial Assistance have occurred to create this Program and identify applicable admission and registration processes.

Externally, the Fraser Health Authority (FHA) and Vancouver Coastal Health Authority (VCHA) have been advised of the proposed changes and have provided letters of support. The external Nursing Educational Committees that include other British Columbia nursing programs and stakeholders are attended by KPU representatives and have been advised of curricular changes.
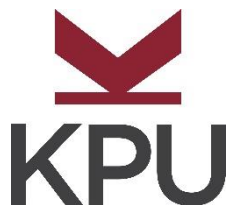
Attachment:
Executive Summary, Full Program Proposal and Appendices as approved at December 14, 2015 KPU Senate meeting.

Submitted by: Jean Nicolson-Church

Date submitted: January 21, 2016

Agenda Item:	**Bachelor of Psychiatric Nursing (BPN), Full Program Proposal**

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

| **Board Committee Report:**	*The Board Finance and Board Governance Committees reviewed the Full Program Proposal for the Bachelor of Psychiatric Nursing (BPN) at meetings held on January 14 and January 20, 2016 respectively and recommend the program to the Board of Governors for approval.*
Context & Background:	The BPN program currently consists of four years of study across eight semesters. Students enter directly into year one of the BPN Program and continue through the program as a cohort. In the proposed program students will be admitted to the Health Foundations Certificate (HF) and select one of three options; pre-nursing, pre-psychiatric nursing or undeclared. Upon successful completion, students will be eligible to apply for declaration into the BPN program. The selection process will be competitive. Selected students will proceed through semesters Three to Eight as a full-time cohort. This approach was previously approved at KPU Senate, April 2015 and upon review by the Degree Quality Assessment Board (DQAB) the changes were deemed significant enough for a new program resulting in the Full Program Proposal. The program will continue to have one annual intake of 40 students. The College of Registered Psychiatric Nurses of British Columbia (CRPNBC) has recommended curricular changes which are addressed in this proposal.
Key Messages:	1. **Implementation of the Certificate in Health Foundations requires adjustment and modification to the BPN Program across the remaining six semesters.** 2. **The Health Foundation Certificate Program courses will help curb attrition in the BPN Program as it enables students to complete required courses such as English and Biology which have caused students to leave the previous program due to academic failure. It will also give them an opportunity to assess if psychiatric nursing is the right choice for them.** 3. **Total required credits in the BPN Program remain at 123. The revision will improve quality through planned and implemented efficiencies.**
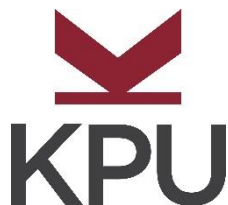
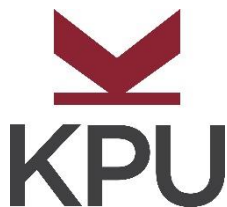|	
Resource Requirements:	For the Bachelor of Psychiatric Nursing Program (BPN), required resources have already been obtained and are part of the day-to-day operational requirements to meet program outcomes. No new resources are required due to curriculum changes that have led to the submission of this Full Program Proposal (FPP).
	For the Bachelor of Psychiatric Nursing, estimated costs are cost neutral given the current operational base budget allocation. Revisions to the curriculum and proposed tuition differential will lead to further cost reductions and further increase in revenues. The ability to apply a tuition differential is unknown at this time.
Implications / Risks:	This is an ongoing nursing degree program. No new/additional risks/implications have been identified.
Consultations:	Comprehensive discussions with the Office of the Registrar and Student Awards and Financial Assistance have occurred to create this Program and identify applicable admission and registration processes.
	Externally, the Fraser Health Authority (FHA) and Vancouver Coastal Health Authority (VCHA) have been advised of the proposed changes and have provided letters of support. The external Nursing Educational Committees that include other British Columbia nursing programs and stakeholders are attended by KPU representatives and have been advised of curricular changes.
Attachment:	Executive Summary, Full Program Proposal and Appendices as approved at December 14, 2015 KPU Senate meeting.
Submitted by:	Jean Nicolson-Church
Date submitted:	January 21, 2016

Agenda Item:	**Non-Degree Program Proposal – Diploma in Horticulture Technology**

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

Board Committee Report:	*The Board Governance Committee reviewed the Non-Degree Program Proposal for the Diploma in Horticulture Technology at its meeting held on January 20, 2016 and recommend the program to the Board of Governors for approval.*
Context & Background:	This Horticulture Technology Diploma was developed without a specialization to allow a more flexible option for students in Horticulture.
Key Messages: *[maximum of three]*	1. **This new credential is strongly supported by the existing course offerings and follows a similar progression to the specialized diplomas. It will require a core group of courses which are also common to the specializations. In addition, there will be a specified minimum number of HORT elective credits required at the 1000 and 2000 levels or above.** 2. **The flexibility of this program allows students to pursue their own personal learning objectives as a result of societal and environmental shifts in the horticulture sector.** 3. **All horticulture offerings are integrated, which allow students to apply credits to a Bachelor of Horticulture Science if desired.**
Resource Requirements:	Refer to the attached Non-degree Full Program Proposal for the Horticulture Technology Diploma.
Implications / Risks:	None
Consultations:	This FPP was approved by the Faculty of Science and Horticulture Curriculum Committee on November 12, 2015, by Faculty Council on November 17, 2015, the Senate Standing Committee on Curriculum on November 25, 2015 and by Senate on December 14, 2015.
Attachments:	1. [Non-degree Full Program Proposal for Horticulture Technology Diploma](#) 2. [Assessment of Horticulture Technology Diploma](#)
Submitted by:	Elizabeth Worobec, Dean, Faculty of Science and Horticulture
Date submitted:	January 21, 2016

Board of Governors   **Regular Meeting**
Consent Agenda Item: **#4.7**
Meeting Date: **January 27, 2016**
Presenter(s):   **Hanne Madsen**

Agenda Item:	**Employee Code of Conduct**

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

Board Committee Report:	*The Board Human Resources Committees reviewed the Employee Code of Conduct at its meeting held on January 12, 2016 and recommend it to the Board of Governors for approval.*
Key Messages: *[maximum of three]*	1. **The Employee Code of Conduct was developed in the fall of 2014 to comply with the requirements of the Government of British Columbia (Minister responsible for the Public Sector Employers Act) for all BC public sector employees with the effective date of November 30, 2015.** 2. **The Employee Code of Conduct was approved by the Board of Governors on November 19, 2015 and is subject to annual review.** 3. **As part of its annual review the Code of Conduct was amended to update references to Related KPU Policies and documents including the dates of the KFA-KPU Collective Agreement and consistency for all policy references. These are administrative revisions only.**
Attachments:	Employee Code of Conduct
Submitted by:	Harry Gray
Date submitted:	January 18, 2016

KWANTLEN POLYTECHNIC UNIVERSITY
EMPLOYEE CODE OF CONDUCT

Introduction

Our students and communities count on KPU to provide high quality educational opportunities that meet the needs of a wide range of students, and to conduct all its business with the highest level of professionalism, efficiency, and courtesy.

KPU's Employee Code of Conduct is built upon the principles of excellence, citizenship, and concern for the welfare of others. It embeds KPU's core values of honesty, integrity, transparency, and the maintenance of high ethical and professional standards in all of its activities.

KPU believes in the talents and good judgment of its employees. The Code is a tool intended to illustrate putting KPU's values into action at work every day and to ensure consistent treatment of similar issues and situations.

The Code is supported by KPU policies and procedures that set out expectations and responsibilities in more detail. KPU policies are crafted in the context of a polytechnic university with a mandate to serve its region through teaching, research and services and its commitment to academic freedom, synergistic community relationships and achieving the goals of its strategic plan: relevance, quality and reputation.

The Code is not intended to override or derogate from but to complement University policies, procedures, regulations, as well as collective agreements, terms and conditions of employment, and professional codes with which employees must comply.

The Code applies to all KPU employees: full-time, part-time, temporary, on-call, and those providing services on contract. Each employee is responsible for familiarizing him/her self with the provisions of the Code and ensuring that she/he complies with them.

Any employee who is unsure whether an action may be contrary to the Code, is responsible for confirming this by reviewing KPU's supporting policies and procedures and/or by consulting a University official.

1. Working Environment

Kwantlen Polytechnic University is committed to providing a safe and inclusive learning and working environment characterized by respect for others, honesty, and dedication consistent with KPU's Mission, Vision and Values.

<div align="right">
Related KPU policies and documents:
Respectful Workplace Policy and Procedures
Cultural Diversity and Inclusiveness Policy and Procedures
</div>

2. Conflict of Interest

2.1. KPU employees are expected to avoid or remove themselves from situations that constitute, or create the appearance of, a conflict of interest or a situation where they are, or appear to be, under an obligation to a person who might benefit or seek to gain special consideration or favour. A conflict of interest is any situation where personal interest interferes in any way, or even appears to interfere, with the interests of KPU and making decisions with honesty and impartiality.

2.2. KPU employees are expected to carry out their responsibilities in the best interest of the University and its students, and to conduct themselves in a way that does not either compromise the ability of the University to accomplish its work or undermine confidence in the employee's ability to discharge his or her responsibilities.

2.3. he University has established a Conflict of Interest Policy to assist employees to recognize possible conflict of interest situations so that they can disclose, manage and resolve such situations. Employees are expected to understand their responsibilities as set out in the Conflict of Interest Policy and related procedures.

<div align="right">
Related KPU Policies and documents:
Conflict of Interest Policy and Procedures
KFA – KPU Collective Agreement, 2014 – 2019, Article 18.07
</div>

3. Outside Interests and Activities

3.1. 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:
   a. avoid situations of actual or perceived conflict of interest; and
   b. ensure such participation does not impede the performance of the employee's University duties or interfere with regular University operations; and
   c. not imply that the activity is an official act of the University or University support for or sponsorship of the outside organization or its initiatives; and

d. ensure that the activity does not negatively impact upon the University's reputation or bring the University into disrepute.

3.2. Within the Conflict of Interest Policy the University has provided guidance for KPU employees regarding the identification and disclosure of outside interests and activities which could put a University employee in a conflict of commitment.

<div align="right">
Related KPU Policies and documents:
Conflict of Interest Policy and Procedures
Political Fundraising Expenses Policy
Use of University Property Policy and Procedures
</div>

4. Gifts and Entertainment

The onus is on all KPU employees to act with integrity, use good judgement, and consider all implications before accepting gifts, entertainment, or similar favours. Specific guidelines to employees regarding gifts and entertainment related to their position at KPU are provided within the University's Conflict of Interest Policy.

<div align="right">
Related KPU policies and documents:
Conflict of Interest Policy and Procedures
KFA – KPU Collective Agreement, 2014 – 2019, Article 18.07
</div>

5. Confidential Information

5.1. Confidential information refers to information that becomes available to an employee as a result of his or her employment, and is not otherwise generally available. Confidential information includes business, proprietary, technical, operational, financial, and legal, as well as personal information relating to personnel or students. Security and confidentiality of this information are matters of concern to KPU employees, students, and those with whom the University has working relationships.

5.2. KPU employees are expected to maintain the confidentiality of information with which they work or have access to and must protect such information from loss, theft, misuse, damage, and improper disclosure. Employees who are not certain whether information is confidential should seek guidance from their immediate supervisor or the next level supervisor/manager.

5.3. Employees are expected to immediately notify their immediate supervisor or the next level supervisor/manager, or other University official if they have reason to believe that confidential information has been lost, stolen, misused or improperly disclosed.

5.4. KPU's Confidentiality Policy clarifies the responsibilities of all employees with regard to protecting confidential information. Employees are expected to be familiar with and comply with specific policies and guidelines on confidentiality related to their responsibilities.

5.5. he requirements with respect to use, disclosure and protection of confidential information apply throughout and continue after employment with Kwantlen Polytechnic University ends.

<div align="right">
Related KPU policies and documents:
Confidentiality Policy and Procedures
Confidentiality of Student Records/Files Policy and Procedures
Confidentiality and Ethical Treatment of Prospect/Donor Research and Records Policy and Procedures
Integrity in Research and Scholarship Policy and Procedures
</div>

6. Privacy

6.1. Kwantlen Polytechnic University is committed to protecting the privacy of individuals from whom it collects personal information. In general, employees may access personal information only when and to the extent it is required by their job, and may only disclose personal information for authorized purposes. Employees are expected to take all reasonable steps available to protect the privacy of anyone whose personal information is held by Kwantlen Polytechnic University.

6.2. KPU employees are expected to be aware of and comply with KPU's Freedom of Information and Protection of Privacy Policy and related privacy management guidelines and procedures. KPU's Policy reflects the provisions of the British Columbia *Freedom of Information and Protection of Privacy Act* (FOIPPA) which protects personal information.

<div align="right">
Related KPU policies and documents:
Freedom of Information and Protection of Privacy Policy
Confidentiality of Student Records/Files Policy
Confidentiality Policy and Procedures
Confidentiality and Ethical Treatment of Prospect/Donor Research and Records Policy
Integrity in Research and Scholarship Policy and Procedures
Information Security Policy (in development)
</div>

7. Use of University Property and Resources

General

7.1. University property and resources are provided for University work and purposes, including teaching, learning, research and administrative purposes. KPU employees are expected to use KPU property and resources responsibly and safely in compliance with applicable University policies. University property and resources can be both tangible (e.g., buildings, furniture, equipment, vehicles, supplies, computer systems) and intangible (e.g., intellectual property, patents, use of facilities and services).

Records and Records Retention

7.2. Records are valuable University resources as they provide evidence of KPU's business activities, decisions, operations, and internal and external communications. Employees are responsible for careful preparation and maintenance of accurate and complete records.

7.3. The University is committed to the efficient and effective management of its records in accordance with approved retention and disposition schedules. Employees are responsible for compliance with the University's Records Management Program regarding the management of records in their care.

7.4. As KPU is required to comply with the information access requirements established in FOIPPA, records created by employees may be subject to an access to information request. Any records, regardless of their source, media, format or location, are the property of Kwantlen Polytechnic University and remain the property of the University at the end of an individual's employment or contract.

Intellectual Property (*Policy and Procedures Under Development*)

7.5. *Kwantlen Polytechnic University has established a policy and associated procedures that apply to intellectual property created by staff, faculty, administrators and students of Kwantlen Polytechnic University, and other creators of intellectual property.*

7.6. *KPU's Intellectual Property Policy establishes appropriate recognition for intellectual property rights, proper management of intellectual property by the University, as well as compliance with applicable intellectual property rights law. Employees are required to be aware of and understand their rights and responsibilities as described in the Intellectual Property Policy.*

Copyright

7.7. Kwantlen Polytechnic University has established a policy and guidelines to address copyright permission, reproduction and use of copyright protected materials in accordance with applicable copyright laws. Employees are expected to be aware of and understand their rights and responsibilities as described in the Copyright Policy.

Related KPU policies and documents:
Copyright Compliance Policy
KFA – KPU Collective Agreement, 2014 – 2019, Article 18.02

8. Knowledge and Compliance: Legislation, Policies and Regulations

8.1. KPU employees are expected to be familiar, and to conduct themselves in a manner consistent, with all University policies and procedures relevant to their responsibilities.

8.2. KPU employees are expected to be aware of and comply with provincial and federal legislation and regulations and other contractual or legal obligations that affect how they carry out their duties and how the University conducts business.

8.3. KPU employees are expected to be aware of and comply with all safety legislation and policies related to maintaining a healthy and safe workplace and to take all reasonable precautions to ensure their own safety and that of others.

8.4. Employees are encouraged to seek guidance from their immediate supervisor or any University official where there is a question about compliance with University policies, regulations and/or applicable legislation.

Related KPU policies and documents:
Safety and Health Policy

9. Knowledge and Compliance: With the Employee Code of Conduct

9.1. Kwantlen Polytechnic University will take all reasonable steps to make the Employee Code of Conduct known to all employees. It is each KPU employee's responsibility to be familiar with the provisions of the Code and to uphold and comply with it at all times. Employees found to have violated the requirements of this Code or other University policies may be subject to disciplinary action up to and including dismissal.

9.2. KPU's Employee Code of Conduct offers guidance to employees on standards of conduct but cannot address every situation an employee may encounter. Employees who are uncertain about the appropriate course of action in a situation or who have any questions or concerns about the Code are encouraged to discuss these with their immediate supervisor, the next level supervisor/manager, or with any senior University official. Should an employee feel that these options are not appropriate for any reason, he or she may also contact the University's General Counsel or the Chair of the Finance and Audit Committee of the Board of Governors.

9.3. The President will monitor the University's compliance with this Code.

10.   Reporting Breaches of the Code of Conduct

10.1 Any employee who has observed or learned of a breach of the Code or a supporting KPU policy is encouraged to report the situation to his/her immediate supervisor/manager, or a senior University official as soon as possible. There will be no reprisal against an employee for making a report in good faith, and such reports will be treated in confidence. All reports will be investigated in accordance with procedures laid out in the relevant KPU policies or, if there is no applicable policy, in the Protected Disclosure Policy and Procedures.

10.2 Kwantlen Polytechnic University has developed a Protected Disclosure Policy to provide mechanisms through which members of the University community can confidentially disclose any suspected wrongdoing or irregularity. The Policy sets out KPU's requirements for investigation of such disclosures and confirms KPU's obligation to protect the confidentiality of persons making the disclosures and the rights of the persons against whom allegations of wrongdoing or irregularity are made.

10.3 Members of the University community are encouraged to use the special provisions of the Protected Disclosure Policy to disclose suspected wrongdoing or irregularity only if regular channels prove ineffective or are inappropriate in the circumstances. An employee who is unsure what channel is appropriate in a particular instance may seek advice from any senior University official or the Chair of the Audit and Finance Committee of the Board of Governors. Whatever channel is used for disclosure, the principles of impartial investigation will apply.

Related KPU policies and documents:
Protected Disclosure Policy and Procedures

Approval and Review of the Code

<u>History:</u> This Employee Code of conduct was developed in fall 2014 to comply with the requirements of the Government of British Columbia (Minister responsible for the Public Sector Employers Act) for all BC public sector employees.

Effective Date: November 30, 2014
Approval Date: November 19, 2014
Next Scheduled Date for Review: November 2015
Last Posted on University Website: November 30, 2014

Supporting or Related Policies and Documents

<u>KPU Policies Currently in Force (</u>http:www.kpu.ca/policies):

        B.18 Integrity in Research and Scholarship Policy / Procedures

        C.4   Confidentiality of Student Records/Files Policy

        C.19 Copyright Compliance Policy

        C.21 Student Conduct Policy

        HR15 (C.35) Cultural Diversity and Inclusiveness Policy / Procedures

        D.1 Information and Educational Technology Usage Policy / Procedures

        E.7 Disposal of Surplus Equipment Policy

        E.20 Freedom of Information and Protection of Privacy Policy

        HR1 (G.1) Conflict of Interest Policy / Procedures

        G.22 Safety and Health Policy

        IM4 (G.24) Confidentiality Policy / Procedures

        H.2 Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images Policy

        I.2 Confidentiality and Ethical Treatment of Prospect/Donor Research and Records Policy

        ER9 Political Fundraising Expenses Policy

        RS5 Intellectual Property Policy and Procedures (in development)

        HR24 Protected Disclosure Policy / Procedures

        HR21 Respectful Workplace Policy / Procedures

        BP5 Use of University Property Policy / Procedures

        Information Security Policy (in development)

<u>Other Relevant Documents</u>

        Directory of Records and Retention Schedule (2000)

        Freedom of Information and Protection of Privacy Act (BC)

        KFA – KPU Collective Agreement, 2012 – 2014, Section 18.02 (Copyright and Intellectual Property)

        KFA – KPU Collective Agreement, 2012 – 2014, Section 18.07 (Conflict of Interest)

        KPU Mobile Device Guidelines

Board of Governors   **Regular Meeting**
Consent Agenda Item: **#4.8**
Meeting Date: **January 27, 2016**
Presenter(s):   **Hanne Madsen**

Agenda Item:	**2015/16 Interim FTE Report**

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

Recommended Resolution:	N/A

Board Committee Report:	*The Board Finance Committee received and reviewed the 2015/16 Interim Report along with FTE Estimates for Fiscal 2015/16.*
Context & Background:	FTE estimates are provided to the Ministry every Fall. The purpose is to determine whether we are on track to achieve our FTE targets for the fiscal year. We also update the estimates based on initial enrolments for the Spring term for internal purposes as this helps Finance determine whether revenue estimates for tuition in the 2015/16 budget are likely to be realized.
Key Messages: *[maximum of three]*	1. Based on the Fall estimates, we expected to achieve our AVED FTE targets except for the Developmental Target. 2. Revised FTE estimates (as of Jan 2016) for 2015/16 are down 2% overall compared to the 2014/15 fiscal year (down 3% for domestic enrolments and up 5% for international enrolments). The decline is highest for ACA and Trades. The Trade decline doesn't affect AVED FTEs since most Trades FTEs are ITA FTEs. Other information from Trades suggests that they will achieve ITA Targets with programming that begins in February and hence isn't reflected in current estimates. 3. Since the 2015/16 budget was based on projecting an overall decline in domestic enrolment by 2% and an increase in international enrolment by 5%, we expect to be on target for tuition revenue.
Attachments:	FTE Estimates for Fiscal Year 2015/16
Submitted by:	Lori McElroy
Date submitted:	January 18, 2016

FTE Estimates for Fiscal Year 2015/16

Every Fall we are required to submit estimates of our FTEs for the fiscal year to AVED. Attached are the estimates for this year. FTEs are reported for each FTE target. There are a number of different types of targets:

- Blueprint Baseline: Targets set by AVED for programs in the Skills for Jobs Blueprint
- Base-Funded: Other targets set by AVED, including our Health and Developmental targets
- Skills Gap Plan: Targets set by KPU for programs that align with the Skills for Jobs Blueprint

The estimates are calculated separately for each target by:

1. Determining how enrolments for the targeted program (or FTE category) grew from September 2014 to March 2015.
2. For each targeted program or FTE category, applying the growth factor from step 1 to the actual enrolment for September 2015 to project enrolments for the entire fiscal period.

The tables below summarizes the results. Utilization refers to the percentage of the target that we expect to achieve. Based on the FTE estimates, we expect to exceed the Health FTE target, and achieve the AVED target, but expect to be far below the Developmental target.

FTE Summary by Program Grouping			
	Target	**Estimate**	**Utilization**
NURS	584	588	100.6%
NHCA	64	69	107.8%
HLTH	78	94	119.9%
DEV	968	570	58.9%
CSF	-	80	0.0%
AVED	7,383	7,445	100.8%
TOTAL	**9,077**	**8,845**	**97.4%**
All Health	**726**	**750**	**103.3%**

FTE Summary			
	Target	**Estimate**	**Utilization**
Blueprint Baseline	291	292	100.5%
Skills Gap Plan	**690**	**690**	**100.0%**
Subtotal	981	982	100.1%
Base Funded	8,096	7,863	97.1%
TOTAL	**9,077**	**8,845**	**97.4%**

NOTES:
NURS: Nursing programs
NHCA: Health care assistant program
HLTH: other health-related program (not necessarily delivered by Faculty of Health
DEV: Developmental programs delivered by Faculty of Academic and Career Advancement
CSF: Critical skills trades funding from AVED

FTE Estimates for Fiscal 2015/16

In Fall 2015, we submitted the following FTE estimates for the fiscal year to AVED:
- Domestic: 10,326
- International: 1,468

Based on total enrolment to date (as of last week), we have revised the FTE estimates downward to:
- Domestic: 9,825
- International: 1,427

Below is a comparison of the FTE and Headcounts with the same time last year. Domestic FTEs are down 2% overall, and for all Faculties except for Science and Hort and CPS. Decline in FTEs was greatest in Trades and Technology, followed by ACA. International FTEs are up 7%, with an increase in all Faculties except ACA. The pattern is similar for Headcounts.

FTE Change for Domestic and International Students by Faculty, Jan 7 2015 to Jan 7 2016

FACULTY	FY 2014-15 (on Jan 7, 2015)*		FY 2015-16 (on Jan 7, 2016)**		Change 14/15 to 15/16	
	Domestic	International	Domestic	International	Domestic	International
CPS	44.00		108.10	0.35	146%	
ACA	277.74	237.15	243.00	222.63	-13%	-6%
Arts	3,339.53	128.30	3,188.49	154.44	-5%	20%
Business	2,885.46	805.63	2,869.36	882.17	-1%	10%
Health	719.45		675.66	0.67	-6%	
Design	403.89	16.35	368.28	18.72	-9%	15%
Science & Hort	984.10	73.69	1,151.30	106.20	17%	44%
Trades & Tech	1,051.77	8.11	891.36	13.62	-15%	68%
Non-credential	53.01	42.75	43.93	6.90	-17%	-84%
Undeclared	1.76				-100%	
Total	**9,760.71**	**1,311.97**	**9,539.47**	**1,405.70**	**-2%**	**7%**
Grand Total		**11,072.69**		**10,945.17**		**-1%**
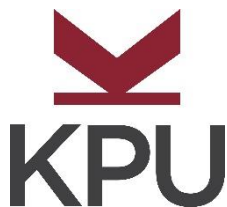
classes started January 5, 2015, no data available for Jan 8, 2015
**classes started January 4, 2016*

Headcount Change for Domestic and International Students by Faculty, Jan 7 2015 to Jan 7 2016

FACULTY	FY 2014-15 (on Jan 7, 2015)*		FY 2015-16 (on Jan 7, 2016)**		Change 14/15 to 15/16	
	Domestic	International	Domestic	International	Domestic	International
CPS	701	-	1,098	3	57%	
ACA	858	378	686	352	-20%	-7%
Arts	5,976	238	5,590	248	-6%	4%
Business	5,085	1,388	4,975	1,480	-2%	7%
Health	971	-	908	2	-6%	
Design	489	19	435	22	-11%	16%
Science & Hort	1,669	131	1,909	181	14%	38%
Trades & Tech	1,418	13	1,275	18	-10%	38%
Non-credential	248	56	219	14	-12%	-75%
Undeclared	176	-	6	-	-97%	
Total	**16,950**	**2,077**	**16,621**	**2,239**	**-2%**	**8%**
		19,027		**18,860**		**-1%**

classes started January 5, 2015, no data available for Jan 8, 2015
**classes started January 4, 2016*

Agenda Item: **AVED Forecast for Q3**

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

Recommended Resolution:	**N/A**

Board Committee Report:	*The Board Finance Committee received the AVED Forecast for Q3 at its January 14, 2016 meeting.*
Context:	Management and the Executive are responsible for preparing the Financial Forecast for submission to the Ministry of Advanced Education. The Chair of the Finance Committee signs the Forecast Confirmation confirming that he/she has reviewed the financial forecast and key underlying assumptions provided to the Ministry as summarized in the Forecast. The Chair also confirms that the financial forecast represents, in all material respects, KPU's bet estimate of operating results and financial position by year end. Additionally, the Chair confirms that he/she will review the information provided to the Ministry with the Board.

Key Messages: *[maximum of three]*	**1.** With the reduction in domestic enrolment from prior fiscal year and other inflationary factors being largely offset by the growth in international enrolments, the expectation is that KPU will achieve balanced financial results. **2.** <u>Revenue</u>: • AVED funding is on target as communicated by the Ministry. • AVED has provided Economic Stability Mandate funding for Fiscal 2015/16. • Enrolment growth is tracking as expected. - Domestic tuition is on target to budget. - International tuitions are on target to budget. **3.** <u>Expenses</u>: • Salaries and benefits are on target. • Non salary expenses are on target. • KPU is continuing to encourage all faculties and units to tighten controls over non-salary spending and to spend wisely.
Attachments:	Q3 AVED Forecast - Statement of Operations
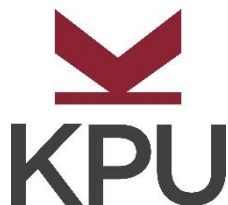
Submitted by: Jon Harding

Date submitted: January 19, 2016

STATEMENT OF OPERATIONS

Please report all debits as positive numbers and credits as negative numbers	Forecast	Projections		
	2015/16	2016/17	2017/18	2018/19
	- - - - - - - - - - - - - - - - - - - $thousands - - - - - - - - - - - - - - - - -			
Revenue - (credits)				
Amortization of contributions:				
Operating contributions from Provincial Ministries	(67,260)	(67,646)	(68,908)	(70,425)
Operating contributions from Provincial Crown Corps & Agencies	(3,212)	(3,212)	(3,212)	(3,212)
Operating contributions from the Federal Government	(100)	(100)	(100)	(100)
Operating contributions from other sources	(427)	(427)	(427)	(427)
Deferred capital contributions from Province	(4,982)	(5,092)	(5,395)	(5,395)
Deferred capital contributions from Federal Government	(122)	(122)	(122)	(122)
Deferred capital contributions from Other Sources	(186)	(186)	(278)	(370)
Contributed surplus	-	-	-	-
Sales of goods and services to Provincial Ministries (including contracts)	(500)	(500)	(500)	(500)
Sales of goods and services to Crown Corps & Agencies (including contracts)	(100)			
Sales of goods and services to others (contracts and other sales)	(2,500)	(3,000)	(3,250)	(3,300)
Sales of goods and services to others (Ancillary Services)	(7,000)	(6,950)	(6,950)	(6,950)
Domestic Tuition and Mandatory Fees	(39,433)	(40,216)	(41,013)	(41,825)
International Tuition and Mandatory Fees	(25,150)	(26,761)	(28,660)	(30,693)
Recognition of endowment investment income	(100)	(100)	(100)	(100)
Realized investment earnings (gains)/losses	(250)	(250)	(250)	(250)
Earnings from commercial subsidiaries (GBE's)				
Investment Earnings (not included above)	(1,330)	(1,200)	(700)	(700)
Other revenue (not included above)	(3,400)	(3,750)	(3,750)	(3,500)
Total Revenue	(156,052)	(159,512)	(163,615)	(167,869)
Expenses - debits				
Salaries and benefits	114,100	115,800	117,500	120,100
Cost of goods sold	3,800	3,725	3,800	3,850
Operating costs paid to Provincial Ministries				
Operating costs paid to Provincial Crown Corps & Agencies				
Other operating costs (less amortization & debt servicing)	25,490	26,837	28,365	29,469
Capital asset amortization expense	11,500	11,950	12,750	13,250
Capital asset write-downs				
Grants to Crown corporations and agencies				
Grants to third parties (Scholarships)	1,156	1,200	1,200	1,200
Grants to third parties (Foundations and Other)				
Debt service costs (net of sinking fund earnings)				
Amortization of debt issue costs				
Other				
Total Expense	156,046	159,512	163,615	167,869
Net (Revenues)/Expenses before extraordinary items	(6)	-	-	-
(Gain) loss on sale of capital assets	-	-	-	-
Net (Revenues)/Expenses	(6)	-	-	-
Unallocated Pressures (use in Q1 only)				
Operating Net (Income) Loss (for Ministry)	(6)	-	-	-
Endowment (restricted asset) contributions	-	-	-	-
Net (Income) Loss (PSI)	(6)	-	-	-

AVED Forecast template 1516- With variance Tab_KPU_For Q3 Submission

Agenda Item:	**Request for Proposal (RFP) for External Audit Services**

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

Recommended Resolution:	N/A

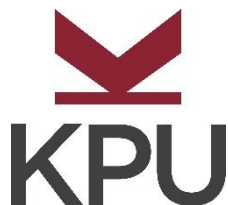| **Board Committee Report:**	*The Board Finance Committee reviewed and concurred with the Request for Proposal (RFP) for External Audit Services at its January 14, 2016 meeting noting a revision to Period of Appointment to state a 3 year term with an option for an additional 2 years.*
Context & Background:	The Audit Committee's Terms of Reference include a responsibility for the Committee to review and recommend Appointment of the External Auditor to the Board. The Audit Committee confirmed that Hanne Madsen and Jamie Kokoska will represent the Audit Committee and serve on the Selection Committee. The Selection Committee will presents its recommendation to the Audit Committee on March 23, 2016. The Audit Committee will then present its recommendation to the Board on March 30, 2016.
Key Messages:	1. The *University Act* [Section 33] states that …*the board must appoint an auditor to audit the accounts of the board at least once a year*" 2. The Committee's Terms of Reference in the Board Governance Manual states that the Committee *"reviews and recommends the appointment of the External Auditor"* [Sec 11.4.1(a)] and that the Committee "*reviews and recommends the terms of the External Auditor's engagement and the appropriateness and reasonableness of the proposed fees*" [Sec 11.4.1(e)]. 3. The External Audit Services Review is conducted in accordance with KPU procurement practices and was posted on BC Bid prior on January 21, 2016. 4. The selected Proponent will perform the audit services as described above for one year, commencing with the 2016/17 reporting year. Kwantlen Polytechnic University will retain the option to extend the Service Agreement for up to four (4) additional years, in one-year increments, provided both parties agree to each renewal. KPU's fiscal year is from April 1 to March 31.
Attachments:	Request for Proposal (RFP) for External Audit Services
Submitted by:	Jon Harding

Date submitted: 　January 8, 2016

Agenda Item:	**Appointment of the Presidential Search/Reappointment Committee**

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

Recommended Resolution:	**THAT the Board of Governors appoint Board members Jamie Kokoska, Tanya Corbet and Doug Beaton and KPU students Allison Gonzalez, Natasha Lopes and Manpreet Bassi to the Presidential Reappointment Committee.**

Board Committee Report:	*The Board Governance Committee discussed this items at its January 20, 2016 meeting.*
Context & Background:	The Presidential Reappointment Committee is being established by the Board of Governors for the purpose of making a recommendation to the Board on the reappointment of Dr. Alan Davis as President and Vice Chancellor. The reappointment committee membership is governed by KPU Policy: HR22 - Presidential Search Advisory, Appointment and Re-appointment Policy / Procedures
Key Messages	Per policy HR 22, the Board is required to appoint three government appointed Board members, including an alumni representative and three students to the Presidential Reappointment Committee. The recommended appointees are:

Government Appointed Board Members
1. Jamie Kokoska (Alumni Representative)
2. Tanya Corbet
3. Doug Beaton

Student Representatives (recommended by the Kwantlen Student Association)

Name	Faculty	Program	Campus
Natasha Lopes	Arts	Political Science	Surrey
Allison Gonzalez	Design	Interior Design	Richmond
Manpreet Bassi	Business	Accounting	Surrey

Submitted by:	Lisa Skakun
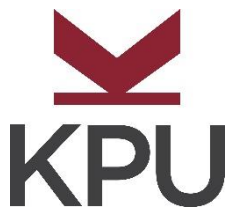
Date submitted:	January 21, 2016

Agenda Item:	**Appointment of the Board Representative on the KPU Foundation Board of Directors**

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

Recommended Resolution:	**THAT the Board of Governors appoint Praveen Vohora to the KPU Foundation for a one-year terms beginning January 27, 2016.**

Board Committee Report:	*The Board Governance Committee discussed this item at its January 20, 2016 meeting.*
Context & Background:	The Board Governance Manual states: **2.7 BOARD RELATIONS WITH THE KWANTLEN FOUNDATION** 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. 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
Key Message:	1. **The Board of Governors recognizes the vital role the KPU Foundations plays in funding KPU's key strategic priorities and its commitment to supporting student success.**
Submitted by:	Lisa Skakun
Date submitted:	January 21, 2016

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[1] Foundation Bylaws, s. 37.

Agenda Item:	**Appointment of Board Representative to Senate**

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

Recommended Resolution:	**THAT the Board of Governors appoint Tanya Corbet as the Board representative on Senate for a one-year term beginning January 23, 2016.**

Board Committee Report:	*The Board Governance Committee discussed this item at its January 20, 2016 meeting.*

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 previously served as the Board's representative.
	3. Board representation at Senate has been valuable particularly 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 Building, Boardroom (2110).

Submitted by:	Lisa Skakun

Date submitted:	January 21, 2016

	Board of Governors	Regular Meeting
KPU	**Agenda Item:**	**#7.5**
	Meeting Date:	**January 27, 2016**
	Presenter(s):	**Lisa Skakun**

Agenda Item: **Appointment of the Board Governance Manual Task Force**

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

Recommended Resolution:	**THAT the Board of Governors appoint _____, Suzanne Pearce and Steven Button to the Board Governance Manual Task Force.**

Board Committee Report: *The Board Governance Committee discussed this item at its January 20, 2016 meeting.*

Context & Background: The Board Governance Manual, and the governance framework reflected in it, sets out the governance structure and policies pursuant to which the Board exercise its responsibilities and carries out its duties of stewardship and accountability.

Key Message:
1. **The Board Governance Manual was originally approved on November 21, 2012.**
2. **The Board Governance Manual is reviewed and approved at least every two years, or as required by legislative changes or developments in governance best practice, by the Board through the Governance Committee.**
3. **Established practice is to appoint a Board Governance Manual Task Force to undertake this review and present its recommendations to the Governance Committee for its consideration and recommendation to the Board.**

Submitted by: Lisa Skakun

Date submitted: January 21, 2016

Agenda Item: **Board Planning Seminar – February 20, 2016**

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

Recommended Resolution:	**N/A**

Board Committee Report: *The Board Governance Committee discussed this item at its January 20, 2016 meeting.*

Context & Background: The Board of Governors holds an annual Planning Seminar every Winter to discuss governance topics in depth.

Key Messages   The 2016 Governance Planning Seminar will focus on three key areas:

1. A mid-point check-in on Vision 2018 with metrics provided by Institutional Analysis and Planning
2. Fiduciary Duties through governance scenarios
3. The interface between post-secondary education and government with guest speaker Ruth Wittenberg.

Attachments: Board of Governors Planning Session draft agenda

Submitted by: Alan Davis

Date submitted: January 21, 2016

Board of Governors Retreat Agenda
February 20, 2016
Room 1030
KPU Langley

Agenda

8:00 – 9:00	**Breakfast**	
9:00 – 9:15	**Member and Guest Introductions** (icebreaker)	**Lisa Skakun**, Chair, Board of Governors
9:15 – 10:30	**Vision 2018 check-in**	**Alan Davis,** President and Vice Chancellor KPU **Lori McElroy,** Executive Director Institutional Analysis and Planning
10:30 – 10:45	**Stretch Break**	
10:45 – 12:30	**Governance Scenarios**	**Keri van Gerven,** University Secretary
12:30 – 1:30 pm	**Lunch**	
1:30-3:30 pm	**The interface between post-secondary education and government**	**Ruth Wittenberg,** President, BC Association of Institutes and Universities
3:30-4:30 pm	**Appetizers and No-host Bar**	Opportunity to socialize

Board of Governors   **Regular Meeting**
Consent Agenda Item: **#7.7**
Meeting Date: **January 27, 2016**
Presenter(s):   **Lisa Skakun**

Agenda Item:	**Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy**

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

Recommended Resolution:	**THAT the Board of Governors approve Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy.**

Board Committee Report:	*The Board Governance Committee reviewed Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy at its meeting held on January 20, 2016 and recommend the Policy to the Board of Governors for approval.* ***The associated procedures for AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs Policy is currently being considered by the Board Governance Committee for recommendation to the Board.***
Context & Background:	Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs was developed to provide clear criteria for the creation, revision, suspension and/or discontinuance of programs. Current Policy L10, Principles for Program Prioritization was developed to address the implementation of new programs and does not address the above. The intent is to eliminate existing Policy L10 when this Policy and Procedure are approved. The revised draft policy and procedures have been revised to reflect some of the feedback/comments gathered from the previous public posting period (June 4 – September 19, 2014).
Key Messages: *[maximum of three]*	1. In support of Vision 2018, Academic Plan 2018 and the KPU quality assurance framework, a policy and procedure is required to provide clear criteria and guidelines for the creation, revision, suspension and/or discontinuance of programs at KPU. 2. The current policy L.10, Principles of Principles for Program Prioritization and relevant procedure are out of date and do not align with the present workflow and quality assurance standards established at KPU and AVED. 3. On December 14, 2015, the policy and procedure were endorsed and recommended by Senate for Board approval.
Consultations:	The policy and procedure were posted on the KPU policy blog for a 6-week public commenting period from September 25 to November 6, 2015. During the 6-week public posting period, the following stakeholder groups were consulted for feedback:

Consultations with Senate Standing Committees:

October 2	*Senate Standing Committee on Academic Planning & Priorities*
October 7	*Senate Standing Committee on Curriculum*
October 19	*Senate Standing Committee on Policy Review*

Consultations with Faculty Council Curriculum Committees:

October 7	*Trades & Technology*	October 21	*Design*
October 15	*Science & Horticulture*	November 4	*Arts (AP&P)*
October 16	*Health Academic and Career Advancement*	November 6	*Business, Arts*
October 20	*Educational Support & Development*		

Feedback from the policy blog were reviewed and responded to by the policy sponsor (Provost).

Attachments: Establishment, Revision, Suspension and/or Discontinuance of Programs Policy / Procedures and Program Development, Revision and Approval Process for Senate-Approved Degree and Non-Degree Credit Programs at KPU.

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

Date submitted: January 21, 2016

Policy No. AC10	Original Effective Date	
Approving Jurisdiction Board of Governors	Reviewed:	
Signed By	Revised:	
Administrative Responsibility Provost & VP Academic		

Establishment, Revision, Suspension and/or Discontinuance of Programs Policy

A. CONTEXT AND PURPOSE

KPU is a special purpose, teaching university under the University Act. The University Act (RSBC 1996), Chapter 468, section 35.2 (6) (b) and (6) (d) addresses the issue of program establishment, revision or suspension and prioritization as follows:

"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:

> *(b) the establishment, revision or discontinuance of courses and programs at the special purpose teaching university;*
> *(d) the priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;"*

B. SCOPE AND LIMITS

This Policy and its related Procedures applies to all new programs at KPU that are being considered for implementation as well as the revision, suspension and/or discontinuance of all existing programs, under the jurisdiction of Senate. All issues pertaining to the establishment, revision or discontinuance of programs housed within a departmental unit must adhere to this policy. Refer to Policy GV9 regarding the Establishment and/or Discontinuance of Faculties and Departments.

C. STATEMENT OF POLICY PRINCIPLES

1. The university has a strategic plan and an academic plan against which the establishment, revision, suspension and/or discontinuance of programs will be evaluated.
2. A program may be recommended to be suspended or discontinued if one or more of the following conditions are met (but not limited to):
    a. A minimum enrolment threshold has not been attained,
    b. Program admission or declaration has been suspended for at least two semesters,
    c. The program is no longer financially viable due to the cessation of funding from external source(s),
    d. The quality of the program has been compromised or the program no longer meets the required learning outcomes,
    e. The program represents an increased liability risk to the university, or

     f.   The program no longer aligns with the strategic or academic goals of the university.
3. Proposals for the establishment, revision, suspension and/or discontinuance of programs must be developed through a transparent consultation process.
4. Proposals for the establishment, revision, suspension and/or discontinuance of programs must be comprehensively documented in order to assess all foreseeable consequences and impacts on students.
5. Proposals for the establishment, revision, suspension and/or discontinuance of programs may be initiated by a Dean, Director, or the Provost and Vice-President Academic, or by a Department, School, or Faculty (or a committee of one of these bodies), and will be submitted for consideration to the governing bodies as outlined in the procedures.
6. The establishment, revision, suspension and/or discontinuance of programs will be communicated to all interested stakeholders, including government as appropriate.
7. Students enrolled in a discontinued program will be provided with every opportunity to complete the program per the timelines outlined in Policy L.5, *Requirements for Graduation*.

D. DEFINITIONS

Refer to Section A of *AC10 Establishment, Revision, Suspension and/or Discontinuance Programs Procedure* for a list of definitions in support of this Policy.

E. RELATED POLICIES & LEGISLATION

B.12 Program Review
GV9 Establishment and/or Discontinuance of Faculties and Departments Policy
L.5 Requirements for Graduation
University Act [RSBC 1996], Chapter 468, section 35.2 (6) (b), (6) (d)

F. RELATED PROCEDURES

Refer to the *AC10 Establishment, Revision, Suspension and/or Discontinuance of Programs Procedure.*

G. POLICY HISTORY

Review Date	Revision Date

Procedure No. AC10	Original Effective Date	
Approving Jurisdiction Board of Governors	Reviewed:	
Signed By	Revised:	
Administrative Responsibility Provost & VP Academic		

Establishment, Revision, Suspension and/or Discontinuance of Programs Procedure

A. DEFINITIONS

1. **Department**: An educational administrative sub-unit of a Faculty and/or School within a university dealing with a particular field of knowledge.
2. **Discontinuance**: Permanent closure of a program which includes removal from future academic calendars and cessation of admission or declaration to the designated program.
3. **Faculty**: An educational administrative division constituted by the Board of the University.
4. **Program**: A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program or units of study also consists of a) a unit of study, under the governance of Senate, that results in the granting of a degree or a non-degree credential or b) a unit of study that constitutes the designation of major or minor, or c) a unit of study that constitutes a department (see Policy B.12, *Program Review*).
5. **Revision**: Any changes to a program that require re-approval by Senate.
6. **School**: An educational administrative division that may be constituted by the Board of the University to function in the full capacity of a Faculty. Alternatively, a School may be an educational administrative unit which functions within a Faculty, similar to a Department.
7. **Program Suspension**: A temporary cessation of a program whereby students will not be admitted to or declare into a program for a defined period of time.

B. PROCEDURES

1. The Procedures for the development of new programs and revisions to existing programs are set out in Appendix A, "Program Development, Revision and Approval Process for Senate Approved Degree and Non-Degree Credit Programs at KPU". The details of the operational procedures are set out in the University's "Guide for Program Development, Program Revision and Implementation 2015" *(pending)*, available on the Senate website.

2. The Procedures for the suspension and/or discontinuance of programs are as follows:
   a. A proposal to suspend or discontinue a program may be initiated by a Dean, Director, or the Provost and Vice-President Academic, or by a Department, School or Faculty (or a committee of one of these bodies), but will normally be submitted for consideration by the appropriate Dean, in consultation with the relevant Faculty Council, to the governing bodies outlined in g. and h. below.

b. Proposals to suspend or to discontinue a program must present an appropriate rationale. Proposals must provide sufficient information to allow the university community to understand the rationale for and consequences of suspension or discontinuance in keeping with KPU's values of transparent and accountable governance.

c. In instances where enrolment is insufficient to make a program viable, a Dean in consultation with the Provost, would have the discretion to administer the cancellation of an intake.

d. The proposal to suspend a program must include the following information:
    i.   All impacted credentials and specific discipline or field of study;
    ii. Location(s) of the program;
    iii. Faculty, Department, or School offering the program;
    iv. Proposed date for suspension, a notification period for students, faculty and staff, and a date for review of the suspension;
    v.   Reasons for suspension, such as:
         1) Insufficient resources
         2) Lack of enrolment demand
         3) Curricular issues
         4) Inability to provide appropriate institutional support
    vi. Plan for suspension, including:
         1) Proposed review date to reinstate or discontinue the suspended program
         2) Steps that will be taken to consult with faculty and staff
         3) Steps that will be taken to consult with students
         4) Steps that will be taken to ensure students in the program have the opportunity to complete the program
         5) Steps that will be taken to ensure consultation with other impacted departments, Faculties, and units;
    vii. Draft Calendar entry detailing suspension of admissions / declaration to the program;
    viii. Name, title, phone number and email address of the institutional contact in case more information is required (normally, the Dean of the Faculty in which the program is housed);
    ix. Endorsement by the Provost.

e. A program that has been suspended for a minimum of two years may be proposed for program discontinuance as outlined in procedures B.2.f below.

f. The proposal to discontinue a program must include the following:
    i.   All impacted credentials and specific discipline or field of study;
    ii. Location(s) of the program;
    iii. Faculty, Department, or School offering the program;
    iv. Anticipated final date of discontinuance;
    v.   Reasons for discontinuance of the program, such as:
         1) Insufficient financial resources
         2) Lack of enrolment demand
         3) Curricular issues relating to the decline in quality or the inability to meet required program outcomes
         4) Inability to provide appropriate institutional support
    vi. Plan for phasing-out of program, including:
         1) Steps taken to consult with faculty and staff regarding phasing out
         2) Steps taken to consult with students regarding phasing out

3) Steps taken to ensure students in the program have the opportunity to complete the program
4) Steps taken to consult with other impacted departments, Faculties, and units;
5) Impact on and/or reorganization of curriculum in cognate disciplines
6) Timeline of activities

vii. Name, title, phone number and email address of the institutional contact person in case more information is required (normally, the Dean of the Faculty in which the program is housed).

viii. Potential legal implications as a result of the program discontinuance;

ix. Endorsement by the Provost.

g. Following consultation with and endorsement by the relevant Faculty Council, a proposal to suspend a program will be considered by the following committees, and sent to Senate and the Office of the Registrar for information:
   i. appropriate Departmental, School and/or Faculty committees
   ii. appropriate Senate Standing Committee(s) as determined by the Provost

h. A proposal to discontinue a program will be considered by the following bodies:
   i. External accreditation or regulatory bodies
   ii. appropriate Departmental, School and/or Faculty committees
   iii. appropriate Senate Standing Committee(s) as determined by the Provost
   iv. Senate for recommendation to the Board for approval
   v. Board of Governors for approval

i. In some circumstances, the university may be required to consult with the Ministry responsible for post-secondary education prior to the discontinuance of programs

j. Recommendations to discontinue programs that have remained in the KPU Calendar but have no enrolled students may be considered for fast-tracking directly to the Senate level upon request of a Dean to the Provost and Vice-President Academic. The Dean should consult with the relevant Department and/or Faculty committees prior to requesting an expedited process.

k. All approved program revisions, suspensions, and discontinuances must be forwarded to the Provost and the University Registrar with an effective term date and year.

l. If the discontinued program is the only program in the department, the department may also close as a result.

C. RELATED POLICY

Refer to the *AC10 Establishment, Revision, Suspension and/or Discontinuance of Programs Policy.*

D. PROCEDURES HISTORY

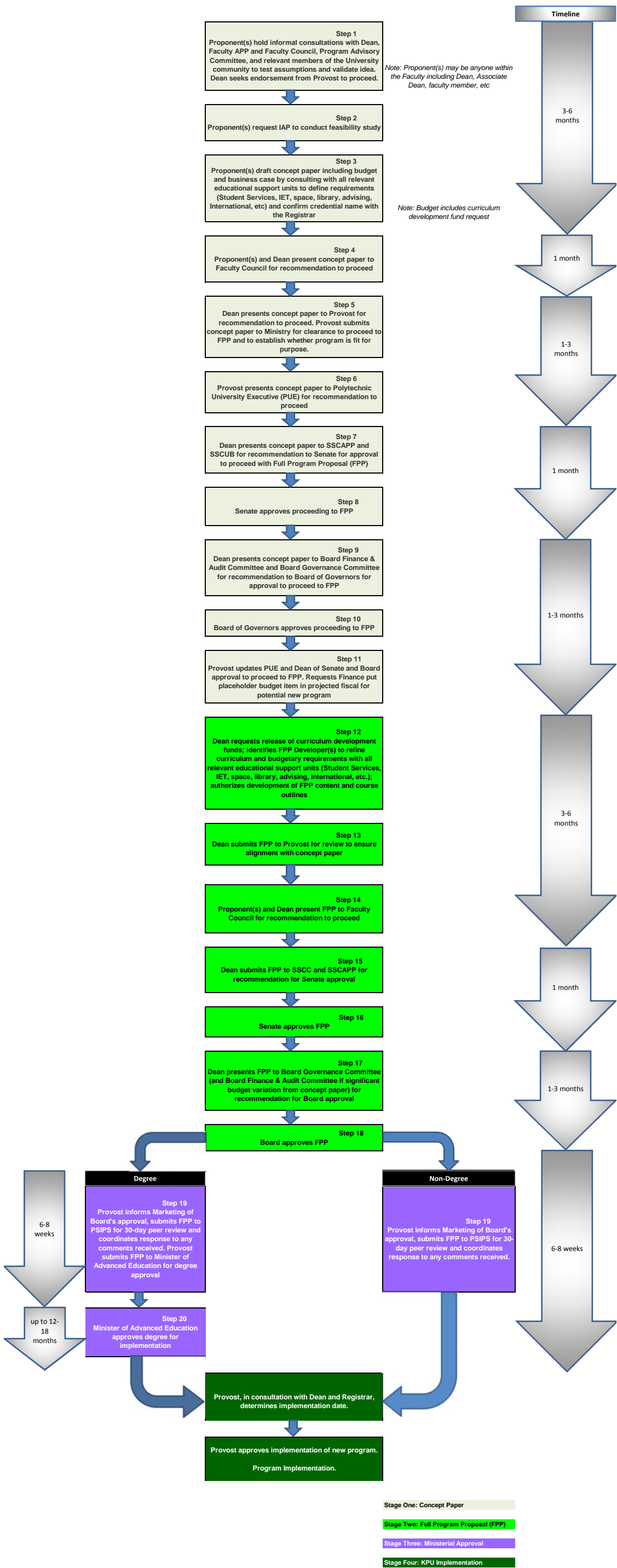| Reviewed	Revised

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

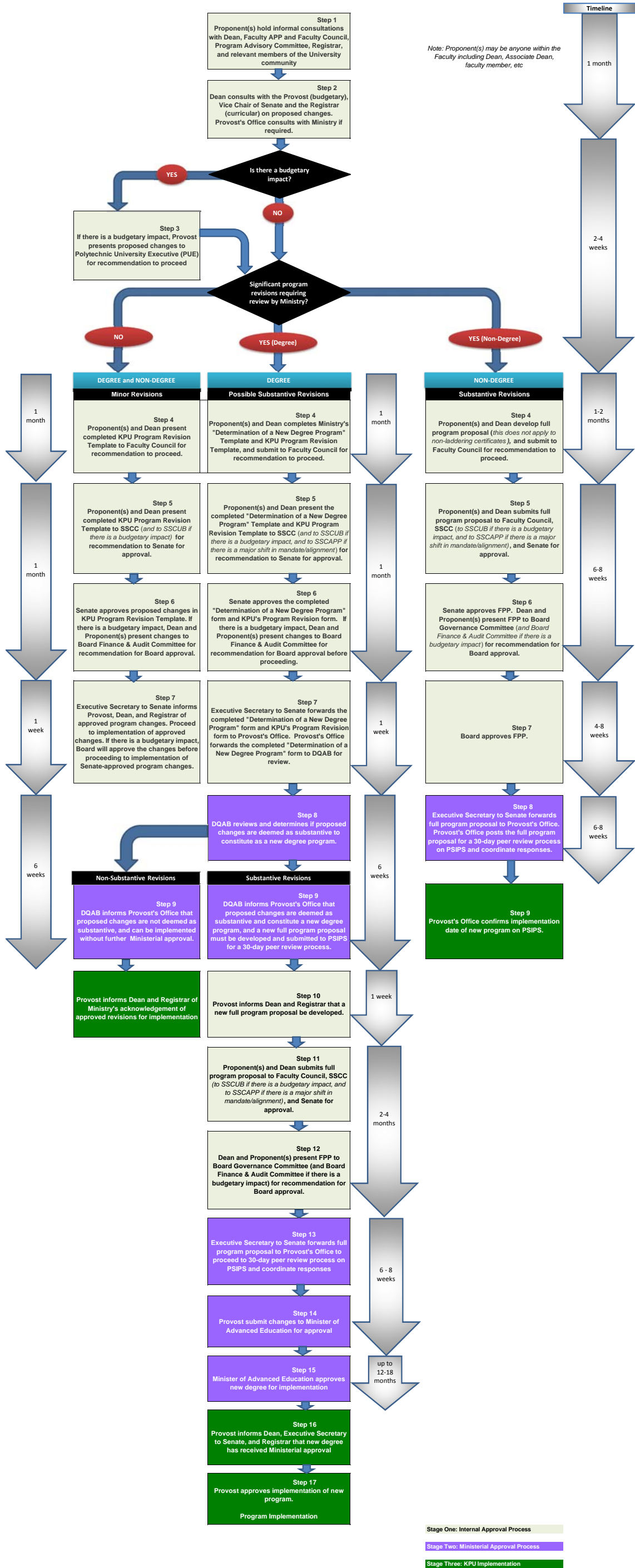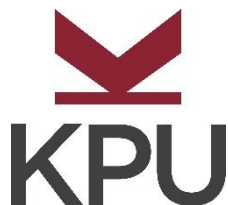**APPENDIX A**

Program Development, Revision and Approval Process for
Senate-Approved Degree and Non-Degree Credit Programs at KPU

Timeline

Step 1
Proponent(s) hold informal consultations with Dean, Faculty APP and Faculty Council, Program Advisory Committee, and relevant members of the University community to test assumptions and validate idea. Dean seeks endorsement from Provost to proceed.

Note: Proponent(s) may be anyone within the Faculty including Dean, Associate Dean, faculty member, etc

3-6 months

Step 2
Proponent(s) request IAP to conduct feasibility study

Step 3
Proponent(s) draft concept paper including budget and business case by consulting with all relevant educational support units to define requirements (Student Services, IET, space, library, advising, International, etc) and confirm credential name with the Registrar

Note: Budget includes curriculum development fund request

Step 4
Proponent(s) and Dean present concept paper to Faculty Council for recommendation to proceed

1 month

Step 5
Dean presents concept paper to Provost for recommendation to proceed. Provost submits concept paper to Ministry for clearance to proceed to FPP and to establish whether program is fit for purpose.

1-3 months

Step 6
Provost presents concept paper to Polytechnic University Executive (PUE) for recommendation to proceed

Step 7
Dean presents concept paper to SSCAPP and SSCUB for recommendation to Senate for approval to proceed with Full Program Proposal (FPP)

1 month

Step 8
Senate approves proceeding to FPP

Step 9
Dean presents concept paper to Board Finance & Audit Committee and Board Governance Committee for recommendation to Board of Governors for approval to proceed to FPP

1-3 months

Step 10
Board of Governors approves proceeding to FPP

Step 11
Provost updates PUE and Dean of Senate and Board approval to proceed to FPP. Requests Finance put placeholder budget item in projected fiscal for potential new program

Step 12
Dean requests release of curriculum development funds; identifies FPP Developer(s) to refine curriculum and budgetary requirements with all relevant educational support units (Student Services, IET, space, library, advising, International, etc.); authorizes development of FPP content and course outlines

3-6 months

Step 13
Dean submits FPP to Provost for review to ensure alignment with concept paper

Step 14
Proponent(s) and Dean present FPP to Faculty Council for recommendation to proceed

Step 15
Dean submits FPP to SSCC and SSCAPP for recommendation for Senate approval

1 month

Step 16
Senate approves FPP

Step 17
Dean presents FPP to Board Governance Committee (and Board Finance & Audit Committee if significant budget variation from concept paper) for recommendation for Board approval

1-3 months

Step 18
Board approves FPP

Degree

6-8 weeks

Step 19
Provost informs Marketing of Board's approval, submits FPP to PSIPS for 30-day peer review and coordinates response to any comments received. Provost submits FPP to Minister of Advanced Education for degree approval

Non-Degree

Step 19
Provost informs Marketing of Board's approval, submits FPP to PSIPS for 30-day peer review and coordinates response to any comments received.

6-8 weeks

up to 12-18 months

Step 20
Minister of Advanced Education approves degree for implementation

Provost, in consultation with Dean and Registrar, determines implementation date.

Provost approves implementation of new program.

Program Implementation.

Stage One: Concept Paper

Stage Two: Full Program Proposal (FPP)

Stage Three: Ministerial Approval

Stage Four: KPU Implementation

Timeline

Note: Proponent(s) may be anyone within the Faculty including Dean, Associate Dean, faculty member, etc

Step 1
Proponent(s) hold informal consultations with Dean, Faculty APP and Faculty Council, Program Advisory Committee, Registrar, and relevant members of the University community

1 month

Step 2
Dean consults with the Provost (budgetary), Vice Chair of Senate and the Registrar (curricular) on proposed changes. Provost's Office consults with Ministry if required.

Is there a budgetary impact?

YES → **Step 3**
If there is a budgetary impact, Provost presents proposed changes to Polytechnic University Executive (PUE) for recommendation to proceed

NO

2-4 weeks

Significant program revisions requiring review by Ministry?

NO → **DEGREE and NON-DEGREE** / **Minor Revisions**

YES (Degree) → **DEGREE** / **Possible Substantive Revisions**

YES (Non-Degree) → **NON-DEGREE** / **Substantive Revisions**

1-2 months

DEGREE and NON-DEGREE
Minor Revisions

1 month

Step 4
Proponent(s) and Dean present completed KPU Program Revision Template to Faculty Council for recommendation to proceed.

1 month

Step 5
Proponent(s) and Dean present completed KPU Program Revision Template to SSCC (and to SSCUB if there is a budgetary impact) for recommendation to Senate for approval.

Step 6
Senate approves proposed changes in KPU Program Revision Template. If there is a budgetary impact, Dean and Proponent(s) present changes to Board Finance & Audit Committee for recommendation for Board approval.

1 week

Step 7
Executive Secretary to Senate informs Provost, Dean, and Registrar of approved program changes. Proceed to implementation of approved changes. If there is a budgetary impact, Board will approve the changes before proceeding to implementation of Senate-approved program changes.

6 weeks

Non-Substantive Revisions

Step 9
DQAB informs Provost's Office that proposed changes are not deemed as substantive, and can be implemented without further Ministerial approval.

Provost informs Dean and Registrar of Ministry's acknowledgement of approved revisions for implementation

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DEGREE
Possible Substantive Revisions

1 month

Step 4
Proponent(s) and Dean completes Ministry's "Determination of a New Degree Program" Template and KPU Program Revision Template, and submit to Faculty Council for recommendation to proceed.

1 month

Step 5
Proponent(s) and Dean present the completed "Determination of a New Degree Program" Template and KPU Program Revision Template to SSCC (and to SSCUB if there is a budgetary impact, and to SSCAPP if there is a major shift in mandate/alignment) for recommendation to Senate for approval.

Step 6
Senate approves the completed "Determination of a New Degree Program" form and KPU's Program Revision form. If there is a budgetary impact, Dean and Proponent(s) present changes to Board Finance & Audit Committee for recommendation for Board approval before proceeding.

1 week

Step 7
Executive Secretary to Senate forwards the completed "Determination of a New Degree Program" form and KPU's Program Revision form to Provost's Office. Provost's Office forwards the completed "Determination of a New Degree Program" form to DQAB for review.

6 weeks

Step 8
DQAB reviews and determines if proposed changes are deemed as substantive to constitute as a new degree program.

Substantive Revisions

Step 9
DQAB informs Provost's Office that proposed changes are deemed as substantive and constitute a new degree program, and a new full program proposal must be developed and submitted to PSIPS for a 30-day peer review process.

1 week

Step 10
Provost informs Dean and Registrar that a new full program proposal be developed.

2-4 months

Step 11
Proponent(s) and Dean submits full program proposal to Faculty Council, SSCC (to SSCUB if there is a budgetary impact, and to SSCAPP if there is a major shift in mandate/alignment), and Senate for approval.

Step 12
Dean and Proponent(s) present FPP to Board Governance Committee (and Board Finance & Audit Committee if there is a budgetary impact) for recommendation for Board approval.

6 - 8 weeks

Step 13
Executive Secretary to Senate forwards full program proposal to Provost's Office to proceed to 30-day peer review process on PSIPS and coordinate responses

Step 14
Provost submit changes to Minister of Advanced Education for approval

up to 12-18 months

Step 15
Minister of Advanced Education approves new degree for implementation

Step 16
Provost informs Dean, Executive Secretary to Senate, and Registrar that new degree has received Ministerial approval

Step 17
Provost approves implementation of new program.

Program Implementation

NON-DEGREE
Substantive Revisions

1-2 months

Step 4
Proponent(s) and Dean develop full program proposal (this does not apply to non-laddering certificates), and submit to Faculty Council for recommendation to proceed.

6-8 weeks

Step 5
Proponent(s) and Dean submits full program proposal to Faculty Council, SSCC (to SSCUB if there is a budgetary impact, and to SSCAPP if there is a major shift in mandate/alignment), and Senate for approval.

Step 6
Senate approves FPP. Dean and Proponent(s) present FPP to Board Governance Committee (and Board Finance & Audit Committee if there is a budgetary impact) for recommendation for Board approval.

4-8 weeks

Step 7
Board approves FPP.

6-8 weeks

Step 8
Executive Secretary to Senate forwards full program proposal to Provost's Office. Provost's Office posts the full program proposal for a 30-day peer review process on PSIPS and coordinate responses.

Step 9
Provost's Office confirms implementation date of new program on PSIPS.

Stage One: Internal Approval Process
Stage Two: Ministerial Approval Process
Stage Three: KPU Implementation

Agenda Item:	**Policy GV9, Establishment and/or Discontinuance of Faculties and Departments Policy and Procedure**

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

Recommended Resolution:	**THAT the Board of Governors approve Policy GV9, Establishment and/or Discontinuance of Faculties and Departments Policy.**

Board Committee Report:	*The Board Governance Committee reviewed Policy GV9, Establishment and/or Discontinuance of Faculties and Departments Policy and Procedure at its meeting held on January 20, 2016 and recommend the Policy to the Board of Governors for approval.* ***The associated procedures for* GV9,** *Establishment and/or Discontinuance of Faculties and Departments Policy is currently being considered by the Board Governance Committee for recommendation to the Board.*
Context & Background:	With the Vision 2018 and Academic Plan in place, a policy and procedure is required to provide clear criteria and guidelines for the establishment and/or discontinuance of Faculties and Departments at KPU. At present there is no policy to guide this process. KPU's interpretation of the relevant sections of the University Act is that Senate must first consider proposals for the establishment or discontinuance of Faculties and departments, and if the proposal has merit, to recommend such a proposal to the Board for approval. Further, the Board may initiate a discussion with Senate about the establishment or discontinuance of a Faculty or Department the Board considers necessary.
Key Messages: *[maximum of three]*	1. In support of Vision 2018, Academic Plan 2018 and the KPU quality assurance framework, a policy and procedure is required to provide clear criteria and guidelines for the establishment and/or discontinuance of Faculties and Departments at KPU. 2. At present, there is no policy to guide this process. 3. On December 14, 2015, the policy and procedure were endorsed and recommended by Senate for Board approval.

Board of Governors   **Regular Meeting**
Agenda Item: **#7.8**
Meeting Date: **January 27, 2016**
Presenter(s):   **Lisa Skakun**

Consultations: The policy and procedure were posted on the KPU policy blog for a 6-week public commenting period from September 25 to November 6, 2015. During the 6-week public posting period, the following stakeholder groups were consulted for feedback:
- Academic Council
- Deans and Associate Deans
- Senate Standing Committee on Academic Planning & Priorities
- Senate Standing Committee on Curriculum
- Senate Standing Committee on Policy

All feedback from the policy blog were reviewed and responded to by the policy sponsor (Provost).

Attachments: Policy GV9, Establishment and/or Discontinuance of Faculties and Departments Policy / Procedures

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

Date submitted: January 21, 2015

Policy No.	Original	
GV9	Effective Date	
Approving Jurisdiction	Reviewed:	
Board of Governors		
Signed By	Revised:	
Administrative Responsibility		
Provost & VP Academic		

Establishment and/or Discontinuance of Faculties and Departments Policy

A. CONTEXT AND PURPOSE

KPU's interpretation of the relevant sections of the University Act is that Senate must first consider proposals for the establishment or discontinuance of Faculties and departments, and if the proposal has merit, to recommend such a proposal to the Board for approval. Further, the Board may initiate a discussion with Senate about the establishment or discontinuance of a Faculty or Department the Board considers necessary.

B. SCOPE AND LIMITS

1. This policy outlines the principles and procedures governing the establishment and/or discontinuance of Faculties and Departments. This policy applies to Faculties and Departments that are referenced in the *University Act*, and does not apply to service departments at KPU.
2. Proposals for the moving of a Department from one Faculty to another will not be considered as the establishment of a new Department.

C. STATEMENT OF POLICY PRINCIPLES

1. The university has a strategic plan and an academic plan against which the establishment and/or discontinuance of Faculties and Departments will be evaluated.
2. Proposals for the establishment and/or discontinuance of Faculties and Departments must be developed through a transparent consultation process.
3. Proposals for the establishment and/or discontinuance of Faculties and Departments must be comprehensively documented in order to ensure that all consequences, including impact to students, have been investigated to a reasonable extent.
4. Proposals for the establishment and/or discontinuance of Faculties and Departments may be initiated by a Dean, Director, the Provost and Vice President Academic, the Board of Governors, or by a Department, School, or Faculty (or a committee of one of these bodies), and will be submitted for consideration to the governing bodies as outlined in the procedures.
5. Proposals for the amalgamation of two or more Faculties, or the division of an existing Faculty into two or more Faculties, will be considered as the establishment of a new Faculty.
6. Proposals for the amalgamation of two or more Departments, or the division of an existing Department into two or more Departments, will be considered as the establishment of a new Department(s).

7. Proposals for the discontinuance of a sole remaining Department in a Faculty will also be considered as the discontinuance of the Faculty altogether.
8. The establishment and/or discontinuance of Faculties and Departments will be communicated to all stakeholders, including government as appropriate.

D. DEFINITIONS

Refer to Section A of *GV9 Establishment and/or Discontinuance of Faculties and Departments Procedure* for a list of definitions in support of this Policy.

E. RELATED POLICIES & LEGISLATION

University Act [RSBC 1996] Chapter 468; Sections 27 (2) (i) and (j) and Section 35.2 (6) (e)
AC10 *Establishment, Revision, Suspension and/or Discontinuance of Programs Policy.*

F. RELATED PROCEDURES

Refer to GV9 *Establishment and/or Discontinuance of Faculties and Departments Procedure.*

G. POLICY HISTORY

Review Date	Revision Date

Procedure No. GV9	Original Effective Date	
Approving Jurisdiction Board of Governors	Reviewed:	
Signed By	Revised:	
Administrative Responsibility Provost & VP Academic		

Establishment and/or Discontinuance of Faculties and Departments Procedure

A. DEFINITIONS

1. **Department**: An educational administrative sub-unit of a Faculty and/or School within a university dealing with a particular field of knowledge.
2. **Faculty**: An educational administrative division constituted by the Board of the University.
3. **School**: An educational administrative division that may be constituted by the Board of the University to function in the full capacity of a Faculty. Alternatively, a School may be an educational administrative unit which functions within a Faculty, similar to a Department.

B. PROCEDURES

1. Establishment of a Faculty
   a. The Proponent of the proposed new Faculty will consult with the Provost regarding a preliminary proposal for the establishment of a new Faculty.
      i. If the establishment of a new Faculty is a result of the amalgamation of two or more existing Faculties, the Proponent and the Deans of the respective Faculties will consult with the Provost regarding a preliminary proposal for the establishment of a new Faculty. If the Deans and the Provost are in agreement, the Deans, in consultation with the Faculty Councils, will jointly submit a proposal for a proposed new Faculty.
   b. The Provost is responsible for reviewing the preliminary proposal and deciding whether or not to send it forward to the Senate Standing Committee on Academic Planning and Priorities for consideration. The Provost will provide SSCAPP and the proponent with a clear rationale for acceptance or rejection of the preliminary proposal. The preliminary proposal must include the following:
      i. List of current Faculties
      ii. Name of proposed new Faculty
      iii. Academic, reputational, and operational rationale for creation of proposed new Faculty
      iv. Organizational structure details of proposed new Faculty: number and names of proposed departments, programs, research units, and other academic services, indicating whether these are new or transfers from existing Faculties
      v. Initial assessment of the impact on current and future students as well as existing Faculties and departments resulting from the creation of the proposed new Faculty

      vi.   Proposed effective date

c. If after reviewing the preliminary proposal the Senate Standing Committee on Academic Planning and Priorities agrees that the creation of a new Faculty warrants further consideration, then a Task Force headed by the Provost or designate will carry out a thorough consultative process with stakeholders leading to a full written proposal which will include the following:

    i. List of current Faculties
    ii. Name of proposed new Faculty
    iii. Academic, reputational, and operational rationale for creation of proposed new Faculty
    iv. Organizational structure details of proposed new Faculty: number and names of proposed departments, programs, research units, and other academic services, indicating whether these are new or transfers from existing Faculties
   v. Detailed assessment of the impact on current and future students as well as existing Faculties and departments resulting from the creation of the proposed new Faculty
    vi. Timeline for the implementation including effective date, date of first admissions to the Faculty, etc.
    vii. Thorough review of related Faculty structures at other Universities in Canada and elsewhere to inform discussion on best practices
    viii. Five year projection of the number of students expected to be enrolled in courses and programs taught with the proposed new Faculty
    ix. Five year projection of the number of faculty and staff that would comprise the proposed new Faculty
    x. Five year projection of the capital budget for the proposed new Faculty
    xi. Five year projection of the sustainability of the proposed new Faculty based on projected tuition and other revenues as well as operating costs

d. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic merits of the creation of a proposed new Faculty and Senate will make a recommendation to the Board concerning the proposal.

e. The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for or against the creation of the proposed new Faculty and will make the final decision.

2. Discontinuance of a Faculty

a. To propose for the discontinuance of a Faculty, the Proponent and the Dean of the respective Faculty will consult with the Provost regarding a preliminary proposal for the discontinuance of a Faculty.

b. If the Dean and the Provost are in agreement, the Dean, in consultation with Faculty Council, will submit a proposal for the discontinuance of the Faculty.

c. The Provost is responsible for reviewing the preliminary proposal and deciding whether or not to send it forward to the Senate Standing Committee on Academic Planning and Priorities for consideration. The Provost will provide SSCAPP and the proponent with a clear rationale for acceptance or rejection of the preliminary proposal. The preliminary proposal must include the following:

    i. List of current Faculties
    ii. Name of Faculty to be considered for discontinuance
    iii. Academic, reputational, and operational rationale for discontinuance of the Faculty

<ol type="i" start="4">
Preliminary plan for realignment of academic departments and/or programs within other Faculties
Initial assessment of the impact on students, staffing, facilities, operating and capital budgets as a result of the discontinuance of the Faculty
Initial assessment of the impact on existing Faculties and Departments resulting from the discontinuance of the Faculty
Proposed effective date

<ol type="a" start="4">
If after reviewing the preliminary proposal the Senate Standing Committee on Academic Planning and Priorities agree that the discontinuance of an existing Faculty warrants further consideration, then a Task Force headed by the Provost or designate will carry out a thorough consultative process with stakeholders leading to a full written proposal which will include the following:
<ol type="i">
List of current Faculties
Name of Faculty to be considered for discontinuance
Academic, reputational, and operational rationale for discontinuance of the Faculty
Detailed plan for realignment of academic departments and/or programs within other Faculties
Detailed assessment of the impact on students, staffing, facilities, reputation, operating and capital budgets as a result of the discontinuance of the Faculty
Timeline for implementation including effective date of discontinuance, date of last admission to the Faculty, etc.
Detailed assessment of the impact on existing Faculties and Departments resulting from the discontinuance of the Faculty

The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic reasons for and against the discontinuance of the Faculty and Senate will make a recommendation to the Board concerning the proposal.
The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the discontinuance of the Faculty and will make the final decision.
The final decision will be communicated immediately to the appropriate government ministry, stakeholders, students and will be posted on the KPU website shortly after stakeholders have been contacted.

<ol start="4">
Establishment of a Department
<ol type="a">
The Dean of the Faculty in which the proposed new Department will be housed will consult with the Provost regarding a preliminary proposal for the establishment of a new Department.
If the Dean and the Provost are in agreement, the Dean, in consultation with Faculty Council, will submit a proposal for a proposed new Department.
The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:
<ol type="i">
Faculty to which the proposed new Department will belong
Programs, research units and other academic services that will be housed within the proposed new Department indicating whether these are new or are to be transferred from other areas
Academic, reputational, and operational rationale for creation of proposed new Department

       iv.   Assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Department

       v.   Proposed effective date for the new Department

       vi.   Five year projection of the financial sustainability of the proposed new Department including revenues and operating costs

  d. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic reasons for and against the creation of a proposed new Department and Senate will make a recommendation to the Board concerning the proposal.

  e. The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the creation of the proposed new Department and will make the final decision.

  f. The final decision will be communicated immediately to the appropriate government ministry, stakeholders, students and will be posted on the KPU website shortly after stakeholders have been contacted.

5. Discontinuance of a Department

  a. The Dean of the Faculty in which the proposed discontinued Department is housed will consult with the Chair/Coordinator and Provost.

  b. If the Dean and the Provost are in agreement, the Dean, in consultation with Faculty Council, will submit a proposal to discontinue the Department.

  c. The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:

       i.   Faculty to which the proposed discontinued Department belongs

       ii.   List of programs, research units and other academic services that will be impacted by the proposed discontinuance of the Department and plans for continuity. Refer to Policy *AC10 Establishment, Revision, Suspension and/or Discontinuance of Programs* if programs are to be discontinued.

       iii.   Academic, reputational, and operational rationale for discontinuance of the Department

       iv.   Assessment of the impact on current and future student, faculty and staff as well as existing Faculties and Departments resulting from the discontinuance of the Department

       v.   Plan for reallocation of faculty and staff resources and impacted students, including timeline

       vi.   Proposed effective date for discontinuance of the Department

  d. The Provost or designate(s) will present the proposal to the Senate of the University, which will consider the proposal by addressing the academic reasons for and against the discontinuance of the Department and Senate will make a recommendation to the Board concerning the proposal.

  e. Although not a statutory requirement, the Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the discontinuance of the Department and will make the final decision.

  f. Proposals for moving a Department from one Faculty to another will not be considered the establishment of a new Department.

  g. Proposals for the discontinuance of a sole remaining Department in a Faculty will also be considered as the discontinuance of the Faculty altogether.

C. RELATED POLICY
Refer to *GV9 Establishment and/or Discontinuance of Faculties and Departments Policy.*

D. PROCEDURES HISTORY
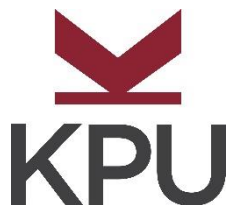
Reviewed	Revised

Agenda Item:	**Quality Assurance Framework for KPU**

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

Recommended Resolution:	**N/A**

Board Committee Report:	*The Board Governance Committee discussed this item at its January 20, 2016 meeting.*
Context & Background:	Quality assurance (QA) processes and frameworks for higher education are becoming increasingly common both locally and globally. Assessing the quality of programs and, increasingly, the learning outcomes of program graduates, is a vital aspect of any credible institution or system.
Key Messages	**KPU's proposed quality assurance framework will:**
	1. **address the call for increased public accountability**
	2. **identify duplication and gaps in current evaluations**
	3. **include the academic support services that contribute to learner success**
	4. **align QA with the goals of VISION 2018 and Academic Plan 2018**
	5. **ensure balance between imposed accountability and continuous improvement and innovation in curricular and teaching developments.**
Consultations:	Reviewed with the Senate Governance Committee and the Senate Standing Committees on Academic Planning & Priorities and Program Review and endorsed by Senate at its October 26, 2016 Meeting.
Attachments:	Quality Assurance Framework for KPU
Submitted by:	Alan Davis
Date submitted:	January 21 , 2016

A Proposal for a Quality Assurance Framework for KPU

Office of the President and Vice Chancellor

September 29, 2015

Quality assurance (QA) processes and frameworks for higher education have been adopted around the world by provinces, states, nations and international collectives. Assessing the quality of programs and, increasingly, the learning outcomes of program graduates, is a vital aspect of any credible institution or system.

For KPU, while a number of policies and processes exist, adopting an overall framework would help to:

- address the call for increased public accountability
- identify duplication and gaps in current evaluations
- include the academic support services that contribute to learner success
- align QA with the goals of VISION 2018 and Academic Plan 2018
- ensure balance between imposed accountability (we understand AVED to be considering a similar process) and continuous improvement and innovation in curricular and teaching developments.

There are many systems, especially from elsewhere in Canada, the US, Australia and Europe, that can be adopted or adapted. No overarching QA system exists in BC, but KPU is typical in having a number of regular and relevant reporting channels:

- KPU reports annually to the Ministry of Advanced Education through its Accountability Plan and Report;
- degree program proposals require ministerial approval in the context of the Degree Quality Assessment Board (for which KPU has Exempt Status, and needs to ensure that it continues to meet the necessary criteria for such status) and which is itself consistent with the Council of Ministers of Education Ministerial Statement on Quality Assurance of Degree Education in Canada;
- as a member of Universities Canada, KPU regularly has to attests to the criteria for membership, which include having appropriate QA policies; and
- several program areas such as Nursing, Business, Design and Trades are subject to external validation and accreditation of various kinds.

In addition, KPU undertakes numerous surveys of students (with respect to their courses and instructors), with graduates, and with the community. It also has in place, or is developing policies for program development, revision, review and discontinuation.

Through its internal audit activity, KPU also reviews supporting services such as Information Technology, and Purchasing etc.

Performance reviews of faculty, staff and administrators are required for all employees, and in some cases these are undertaken in the context of collective agreements.

Adopting a QA framework at KPU is not complicated: a lot of work has been done elsewhere which has already taken account of international best practices. The following proposal is based largely on the QA processes found in Ontario [universities](#) and [colleges](#) which have evolved over decades of implementation.

The KPU framework focusses on the policies, processes and practices for:

- program design and development
- continuous improvement of programs and curricula
- continuous improvement of program delivery and assessment
- continuous improvement of educational support services
- allocation of resources to academic and support areas.

These 5 areas of the framework are expanded in the tables following.

The establishment of the KPU QA Framework requires broad consultation with all the stakeholders in teaching and learning at KPU, and will be subject to a periodic audit which will involve:

➢ A self-study by KPU on its implementation of the QA Framework undertaken by Institutional Analysis and Planning (IAP).

Depending on the outcome of this self-study:

➢ An audit of the self-study by a team of external colleagues
➢ A report to the Board and Senate on the results of the audit, along with a plan for adjustments and improvement.

After discussion with governance groups and the KFA, it is intended that this self-study and audit be undertaken in the 2015/16 year.

QA Area	Criteria
1. **Program design and development**	1.1 Policies and procedures exist and are implemented for new program development which prescribes the pertinent information needed to allow internal and external governance bodies to assess academic and fiscal viability. 1.2 Each program has clearly stated intended learning outcomes which are consistent with the credential being granted. 1.3 Each program's intended learning outcomes are operationally meaningful and provide a sound basis for curricula development and revision and for the design of teaching and learning activities and assessments, are used in the day to day work of faculty, and are used in prior learning assessment. 1.4 Requirements for admission to, and continuation in each program, along with options for transferring credit and for prior learning assessment are derived from, and flow coherently from, the program's stated learning outcomes. 1.5 All program requirements are accurately and clearly communicated to prospective and current students.
2. **Continuous improvement in programs and curricula**	2.1 Policies and procedures exist and are implemented for the regular review of programs and their stated learning outcomes that identify and rectify weaknesses, and facilitate the evolution of programs to maintain their relevance and fitness with the KPU Mission and with the needs of the region that KPU serves. Where relevant, external program review may also be required, or may serve in lieu of the KPU process. 2.2 Data is gathered from graduates, employers, students and other stakeholders are used for the regular quality assurance of all programs. 2.3 Systems exist that monitor improvement following program reviews. 2.4 Policies and procedures exist and are implemented that determine the continuation or suspension of courses and programs 2.5 Policies and procedures exist and are implemented ensure the regular review of individual courses to ensure their currency and relevancy, and their fit with the relevant program's intended learning outcomes. 2.6 Assessment of the capabilities of program graduates (including knowledge, understanding, skills and attitudes) demonstrates consistency with the intended program learning outcomes. 2.7 Requirements for admission to, and continuation in each program, along with options for transferring credit and for prior learning assessment are derived from, and flow coherently from, the program's stated learning outcomes.

3. Continuous improvement of program delivery and assessment	3.1	Policies and practices are established, implemented and monitored regarding the continuous improvement of teaching and learning strategies, with encouragement and support for innovation and new methods which are consistent with best practices and research.
	3.2	Academic policies and procedures for assessment and appeals are established and implemented across each program to ensure that evaluation methods are aligned with course objectives; methods are valid and reliable; required standards are clearly specified; learners receive prompt and constructive feedback (both formative and summative) and there is an appropriate process for student academic appeal and supplemental assessments.
4. Continuous improvement of educational support services	4.1	Policies and procedures are established, implemented and monitored to ensure that the library; learning centres; advising; financial aid; co-op and career services, counseling, and other academic support services meet the needs of students, facilitate learning, and are provided by appropriately qualified faculty and staff.
5. Allocation of resources to academic and support areas	5.1	Policies and procedures exist and implemented to ensure that the administration, faculty and staff involved in any program: - possess the combination of experience and credentials appropriate to, and required by, the program's stated learning outcomes; - provide the published learning experience, participate in reflective practice; - undergo initial and continuing professional development to enhance their teaching expertise and/or to ensure current in their subject matter; and - are oriented, coordinated and evaluated.
	5.2	Policies and procedures exist and are implemented to ensure that administration, faculty and staff: - execute their professional responsibilities; - are accessible and available for student inquiries; - meet the needs of students and facilitate the achievement of the course objectives and thus the program intended learning outcomes; - provide prompt and constructive feedback to students; and - promote a positive attitude to learning for students.
	5.3	Learning facilities, equipment and IT support the promised modes of delivery, and are accessible to students.
	5.4	Policies and procedures exist to ensure sufficient numbers and continuity of faculty and staff to carry out both classroom and non-classroom support roles for student success.

	5.5 Leadership, organization and the management of human resources, learning resources and academic facilities are optimized without sacrificing quality. 5.6 Budgeting, financial services, facilities and IT ensure an appropriate level of support and assistance to program areas and contribute to student achievement of intended learning outcomes.

Agenda Item: Academic Plan 2018 – Performance Report

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

Recommended Resolution:	N/A

Board Committee Report:	*For University Secretariat Use Only*
Context & Background:	This mid year report indicates that the implementation of the Academic Plan is proceeding well. Faculty, staff, and administrators have rallied to support individual initiatives and have provided the necessary ground level support to realize goals. We are one third of the way through the tenure of this plan and all indications point to a full realization of its goals and strategies.
Key Messages: *[maximum of three]*	**1. Academic Plan implementation proceeding well.** **2.Teaching and Learning Department renewal about to launch new Teaching Fellows. Vice Provost Teaching and Learning interviews scheduled.** **3. Academic Plan's Creative Capital fund terms of reference complete. Representative committee for selection of projects being formed.**
Resource Requirements:	N/A
Implications / Risks:	N/A
Attachments:	Academic Plan 2018 – Performance report
Submitted by:	Dr. Salvador Ferreras, Provost and Vice President, Academic
Date submitted:	January 19, 2016
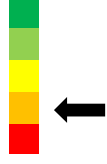
GOAL 1: To Offer Exceptional Learning Environment Attuned to Learners		
Strategy	**Description**	**Progress**
The polytechnic university conception of our teaching and learning activity goes beyond the transmission of knowledge to students. A core intent of the Academic Plan is to support our educators 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.	KPU continues 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. To date there have been two Deans retreats, one Associate Deans retreat, one Administrative Assistant workshop. The Provost is working with HR to devise a common approach to professional development across academic and administrative areas.	← (orange)
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. The Board Provost report indicates the multiple areas of activity to support and move forward with the SEM agenda.	← (orange)
The Institute for Innovation and Scholarship in Teaching and Learning (INSTL) is KPU's response to changing trends in educational practice. By responding to this dynamic environment, INSTL will conduct workshops and seminars in research and curriculum development to mobilize knowledge; encourage professional development; and facilitate renewal across all disciplines. INSTL will recognize, nurture and promote exemplary teaching practices that encompass: The practical skills and craft for our teaching work as artisans, managers and technologists, the breadth and depth of understanding for our teaching work as knowledge professionals and the creative discipline needed for our teaching work of inquiry and innovation.	Over the past year KPU embarked on consultation that have led to the restructuring of the Teaching and Learning office. This renewal will establish a new Vice Provost Teaching and Learning, the establishment of three Teaching Fellows and a more robust personnel and financial resourcing of this office through savings accrued in other Provost areas.	← (light green)

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. A renewed Teaching and Learning Office will develop a comprehensive plan that will include and embrace applied and scholarly work around 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. Recent developments at KPU and the Ministry of Advanced Education suggest there will soon be further development in the areas for adaptive classroom technologies for students with disabilities.	
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 terms of reference for the Creative Capital Fund have been developed.	

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. There is a considerable amount of work taking place presently at KPU. These projects encompass everything from participation in the Open Education Resources movement, to our leadership role in the adoption of Open Textbooks. Further activities are underway to develop a new Prior Learning and Recognition Framework for KPU for possible implementation next fiscal 2016/17.	

GOAL 2: To Increase Experiential Learning Opportunities

Strategy	Description	Progress
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 (The Centre for Interdisciplinary Research: 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.	(arrow pointing at yellow)
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.	(arrow pointing at yellow)
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 ("Acting Together" Community University Research Alliance) , the Institute for Sustainable Horticulture, the Institute for Sustainable Food Systems. What is new is that the draft Research Plan provides a focused approach integrating discovery, scholarship, innovation and teaching & learning.Furthermore there is a lot of activity taking place between KPU and the City of Surrey, City of Richmond, Delta School District involving the establishment of new program streams in Clean Technologies, Experimental Farm Schools and Advanced Manufacturing.	(arrow pointing at orange)

GOAL 3: To Define Learning Outcomes and Methods of Demonstrating Student Capability

Strategy	Description	Progress
Ensure KPU's programs and courses focus on the cultivation of specific core competencies as applicable to their areas that demonstrate: • Creative and critical thinking • Media literacy • Social intelligence • Scientific and technological capacities • Global perspectives • Broad understanding of Indigenous culture, history and world views • Environmental stewardship • Social and economic entrepreneurship	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. The Global Competencies progra, led by KPU International, is close to completing its establishment of a badging program to embed these competencies across campuses.	
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.	
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. In addition, the Academic Plan Implementation Task Force Learning Outcomes group has begun a comprehensive series of consultations with Faculty Councils to familiarize academic units with KPU's plans and goals in this area.	

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	

GOAL 4: To Ensure Student Success and Well-Being

Strategy	Description	Progress
VISION 2018 Strategic Plan declares a commitment to internationalization; an emphasis on intercultural understanding and the development of successful global citizens. To do so we will expand our international recruitment, encourage diversity among the student body, and create real and virtual spaces that facilitate interaction between domestic and international students.	KPU 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. KPU International is pursuing a more diversified marketing approach to expand our markets and reduce the risks associated with over-reliance on any given international student market.	
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. KPU is poised to embrace the recommendations of the Truth and Reconciliation Committee. We have had internal discussions and will be engaging our Aboriginal Advisory in discussions on how best to proceed. The Province of BC has identified this as a significant area in need of attention and action.	

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.	
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 for 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	
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.	

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. KPU and the Kwantlen Students Association have been engaged in discussions the have resulted in the establishment of additional fitness facilities and the upgrading of the exercise room at the Surrey campus. 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.	← (green/light-green row)
Recognize that recreation, athletics, and the physical and mental well-being of students are fundamental to a healthy campus environment and to positive learning experiences. The University will promote active participation in recreational activities and student varsity sports through the continued support and refinement of athletic and recreation programming that encourages student involvement and uses accessible club programming space.	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. KPU and the Kwantlen Students Association have been engaged in discussions the have resulted in the establishment of additional fitness facilities and the upgrading of the exercise room at the Surrey campus.	← (light-green row)
KPU will develop a comprehensive Mental Health strategy for the full university community.	Our mental health strategy integrates diverse discussions and practices being developed across the post-secondary sector. The Human Resources Department is leading this initiative in collaboration with Student Services and the KSA. Two distinct committes, one for employees and one for students, have been struck to examine needs and identify activities to encourage, resource and support an inaugural Healthy University Framework	← (yellow row)

Agenda Item: **Senate Report: November 30, 2015 and December 14, 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 the Senate Meeting from November 30, 2015 and December 14, 2015 are attached.
Context & Background:	
Resource Requirements:	N/A
Implications / Risks:	N/A
Consultations:	
Attachments	1. Notes from the Senate Meeting from November 30, 2015. 2. Notes from the Senate Meeting from December 14, 2015
Submitted by:	Alan Davis
Date submitted:	January 18, 2016

Notes from the Senate Meeting of November 30, 2015

The following items were approved at the November 30, 2015 Senate meeting:

- Revision to the Appendix A of the Program Concept Document.
- New course outlines: HSCI 4380, HSCI 4245, HIST 4496
- Revised course outlines: HOPS 1211, HOPS 1212, MATH 2232, MATH 3421, ASIA 2250
- Revisions to the mandate and membership composition for the following Senate Standing Committees:
  - Senate Standing Committee on Academic Planning and Priorities
  - Senate Governance Committee
- Revisions to the mandate for the Senate Standing Committee on Curriculum
- Revisions to the Faculty of Science and Horticulture Bylaws
- Appointments to Senate Standing Committees
  - Senate Executive Committee
    - Senator - Wayne Fenske, Faculty of Arts
  - Senate Standing Committee on Academic Planning and Priorities
    - Faculty of Trades and Technology, faculty member - Tom Westgate, Senator
  - Senate Standing Committee on University Budget
    - Professional Support Staff - Jim Murray, Bookstore
- Appointments to the Search Advisory Committee for the Vice Provost, Teaching and Learning
  - faculty members
    - Stephanie Phillips, Fashion Design Department, Chip and Shannon Wilson School of Design
    - Leanne MacKenzie, Co-operative Education Department, Faculty of Educational Support and Development
    - Larissa Petrillo, Anthropology Department, Faculty of Arts
    - Takashi Sato, Physics Department, Faculty of Science and Horticulture
  - student Senator
    - Adnan Hifzur, School of Business
- Appointments to the Search Advisory Committee for the renewal of appointment of the President
  - faculty members
    - Jane Hobson, Biology Department, Faculty of Science and Horticulture
    - Mary Androsiuk, Fashion Design Department, Chip and Shannon Wilson School of Design
    - Gail Hills, Bachelor of Science in Nursing, Faculty of Health
- Graduates to November 30, 2015

Notes from the Senate Meeting of December 14, 2015

The following items were approved at the December 14, 2015 Senate meeting:

- Full program proposals for recommendation to the Board of Governors:
  - Certificate in Health Foundations, as amended
  - Bachelor of Science in Nursing, as amended
  - Bachelor of Psychiatric Nursing
  - Horticulture Technology Diploma
- Policies and procedures for recommendation to the Board of Governors:
  - AC10: Establishment, Revision, Suspension and/or Discontinuance of Programs
  - GV9: Establishment and/or Discontinuance of Faculties and Departments, as amended
- New course outlines: PHYS 3610, PHYS 3620, PHYS 3710, PHYS 3900, LING 3390, CUST 3390, HEAL 1100, HEAL 1150, HEAL 1180, FREN 3110, CUST 3110, DESN 2100
- Revised course outlines: PSYC 3980, IDSN 3525, IDSN 3531, GDMA 2140
- Senate and Senate Standing Committee cover template
- Appointments to Senate Standing Committees
  - Senate Standing Committee on Academic Planning and Priorities
    - Student Senator - Puneet Thiara
    - Chip and Shannon Wilson School of Design, faculty member - Andhra Goundrey, Senator
  - Senate Nominating Committee
    - Student Senator - Puneet Thiara
  - Senate Standing Committee on Curriculum
    - Faculty of Health, faculty member - Leeann Ring
- Appointment of the following additional faculty member to the Search Advisory Committee for the Vice Provost, Teaching and Learning
  - Helen Vallee, School of Business
- Institutional recognition be granted to Surrey Community College
- The seat of Student Senator, Kayla England, be declared vacant
- Graduates to December 14, 2015